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introduction

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Although the reader can browse through the resumēs, he will find pertinent information more quickly by first consulting the indexes that follow each resume section. The indexes cite:

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Subjects
USOE programs (legislation authorizing the research)
Contract and grant numbers

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

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RESUMES

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Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

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Abstractor's initials.

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

SAMPLE ENTRY

ED 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234 PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-$.027 HC-$1.06 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

ED 010 000 24
A SEMINAR IN ART EDUCATION FOR RESEARCH AND CURRICULUM DEVELOPMENT.
BY- HATTIL, EDWARD L.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-V-002 PUB DATE 66
EDRS PRICE MF-$0.65 HC-$17.80
445P.

DESCRIPTORS- *ART EDUCATION, *CURRICULUM DEVELOPMENT, *RESEARCH PROBLEMS, *SEMINARS, *SPECIALISTS, EDUCATIONAL PSYCHOLOGY, EDUCATIONAL RESEARCH, PENNSYLVANIA, PHILOSOPHY, SOCIOLOGY, UNIVERSITY PARK,

THIS SEMINAR WAS A DEVELOPMENTAL ACTIVITY INTENDED TO STIMULATE RESEARCH AND CURRICULUM DEVELOPMENT IN THE FIELD OF ART EDUCATION. PRIOR TO THIS SEMINAR NO SUBSTANTIAL EFFORTS HAD BEEN MADE TO COORDINATE THE VARIOUS ISOLATED EFFORTS AT RESEARCH AND CURRICULUM DEVELOPMENT THROUGHOUT THE NATION. THERE HAD BEEN FEW ATTEMPTS TO IDENTIFY THE MAJOR PROBLEM AREAS IN ART EDUCATION OR TO FIND MEANS TO STUDY THEM. THIS SEMINAR ATTEMPTED TO FOCUS UPON FIVE MAJOR PROBLEM AREAS--THE PHILOSOPHICAL AREA, THE SOCIOLOGICAL AREA, THE CONTENT AREA, THE EDUCATIONAL-PSYCHOLOGICAL OR TEACHING AND LEARNING AREA, AND THE CURRICULUM OR PROGRAM AREA. NATIONALLY RECOGNIZED SPECIALISTS FROM THE FIELDS OF PHILOSOPHY, SOCIOLOGY, PSYCHOLOGY, ART HISTORY, ART STUDIO, ART CRITICISM, CURRICULUM, RESEARCH, AND EDUCATIONAL PSYCHOLOGY MET WITH RESEARCH SPECIALISTS FROM ART EDUCATION FOR A 10-DAY PERIOD TO EXAMINE THE PROBLEM AREAS AND TO FORMULATE AND EVALUATE RESEARCH PROPOSALS RELATING TO THESE AREAS. TWELVE PAPERS WERE PRESENTED AND EACH PAPER WAS FOLLOWED BY INTENSIVE DISCUSSION. THE OBJECTIVES INVOLVED ESTABLISHING A BASE OF KNOWLEDGE FROM WHICH TO DEVELOP RESEARCH AND CURRICULUM PROPOSALS, DEFINING SPECIFIC PROBLEM AREAS WHICH COULD BE EFFECTIVELY STUDIED THROUGH RESEARCH OR AFFECTED BY CURRICULUM CHANGE, AND REFORMULATING BASIC KNOWLEDGE IN ART EDUCATION. (GC)

ED 010 001 24
STUDY OF HUMAN INTERACTION VARIABLES IN SUCCESSFUL AND UNSUCCESSFUL TEACHER TEAMS.
BY- BORG, WALTER R.
UTAH STATE UNIV. OF AG. AND APPL. SCIENCES, LOGAN
REPORT NUMBER CRP-S-159 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$2.40 60P.

DESCRIPTORS- *PRINCIPALS, *SURVEYS, *TEACHER ATTITUDES, *TEACHER EVALUATION, *TEAM TEACHING, LOGAN, TEACHER PARTICIPATION, UTAH,

THE OBJECTIVE WAS TO INVESTIGATE THE VARIABLES LEADING TO THE SUCCESS OR FAILURE OF TEACHER TEAMS. THIS PAPER REPORTS A SURVEY OF 533 TEAM MEMBERS AND 242 PRINCIPALS FROM SCHOOLS IN WHICH TEAM TEACHING WAS EMPLOYED AND AN ASSESSMENT OF 63 TEACHERS FROM 15 TEAMS. A SURVEY OF 242 PRINCIPALS INDICATED THAT (1) A SUBSTANTIAL PERCENTAGE OF CURRENT TEAM TEACHING PROGRAMS IS EXPLORATORY, EMPLOYING ONLY ONE TEAM, (2) PLANNING IS INADEQUATE, (3) THE ORGANIZATIONAL AND INSTRUCTIONAL TECHNIQUES ARE FLEXIBLE CLASS SIZE, ABILITY GROUPING, AND INDIVIDUALIZED INSTRUCTION, (4) THE ADMINISTRATIVE PROBLEM OF ADAPTING AVAILABLE SPACE TO TEAM TEACHING IS DIFFICULT, AND (5) LARGE SCHOOL PRINCIPALS WORK WITH TEAM LEADERS, WHILE SMALL SCHOOL PRINCIPALS WORK WITH THE ENTIRE TEAM. A SURVEY OF 533 TEACHERS INDICATED THAT (1) THE MAJORITY OF TEAMS WORK WITH PUPILS AT A SINGLE GRADE LEVEL, USUALLY ELEMENTARY, (2) TEACHER SPECIALIZATION IN TEACHING AND PREPARATION OF CURRICULAR MATERIALS IS THE USUAL PATTERN, AND (3) THE MORE PREDOMINANT STRUCTURE HAS NO OFFICIAL LEADER OR LITTLE OR NO ADMINISTRATIVE AUTHORITY. PRINCIPALS AND TEACHERS SURVEYED REPORTED THAT THE TEACHER CHARACTERISTICS NEEDED FOR TEAM TEACHING ARE FLEXIBILITY, ABILITY TO COOPERATE AND WORK EFFECTIVELY WITH OTHER ADULTS, ORGANIZATIONAL SKILL, CONSIDERATION FOR OTHERS, AND ABILITY TO ACCEPT CONVENTIONAL CRITICISM. THE ASSESSMENT OF THE 63 TEACHERS OF 15 TEAMS INDICATED THAT THE MORE EFFECTIVE TEACHERS PARTICIPATE IN PLANNING SESSIONS, AND THESE TEACHERS SCORED HIGHER ON A PEER RATING-RANKING INTERVIEW. (GC)

ED 010 002 24
SCIENTIFIC LITERACY IN THE AEROSPACE AGE.
BY- PELLA, MILTON O. AND OTHERS
UNIVERSITY OF WISCONSIN, MADISON
REPORT NUMBER CRP-S-103 PUB DATE JAN 66
REPORT NUMBER BR-5-0222
EDRS PRICE MF-$0.27 HC-$7.56
189P.

DESCRIPTORS- *CITIZENSHIP RESPONSIBILITY, *LITERACY, *SCIENCE EDUCATION, *SCIENTIFIC ATTITUDES, *SCIENTIFIC CONCEPTS, COLLEGES, ELEMENTARY SCHOOLS, LITERATURE GUIDES, MADISON, SECONDARY SCHOOLS, WISCONSIN,

THIS PROJECT ESTABLISHED PLANS FOR THE ANALYSIS OF THE RESEARCH ESSENTIAL TO DEFINE AND DEMONSTRATE THE DIMENSION OF SCIENTIFIC LITERACY NEEDED BY CITIZENS IN A DEMOCRATIC SOCIETY DURING AN AGE OF RAPID SCIENTIFIC AND TECHNOLOGICAL CHANGE. THE OBJECTIVE WAS TO DETERMINE THE KINDS AND DEGREES OF COMPETENCE ESSENTIAL TO INFORMED CITIZENSHIP AND FUTURE EMPLOYMENT. PROCEDURES FOLLOWED INCLUDED (1) THE INTERVIEWING OF A LIMITED NUMBER OF SCIENTISTS, INDUSTRIALISTS, SCIENCE EDUCATORS, AND LABOR LEADERS, (2) THE STUDY OF CERTAIN NONTECHNICAL MAGAZINES AND NEWSPAPERS, AND (3) THE PREPARATION OF WORKING PAPERS CONCERNED WITH SCIENTIFIC LITERACY AS DEFINED BY THIS STUDY. THE SCIENTIFICALLY LITERATE INDIVIDUAL PRESENTLY IS CHARACTERIZED AS ONE WITH AN UNDERSTANDING OF THE BASIC CONCEPTS IN SCIENCE, NATURE OF SCIENCE, ETHICS THAT CONTROL THE SCIENTIST IN HIS WORK, INTERRELATIONSHIPS OF SCIENCE AND SOCIETY, INTERRELATIONSHIPS OF SCIENCE AND THE HUMANITIES, AND DIFFERENCES BETWEEN SCIENCE AND TECHNOLOGY. EVIDENCE FROM ANALYSIS OF THE LITERATURE CONCERNED WITH SCIENTIFIC LITERACY REVEALS THAT KNOWLEDGE OF THE INTERRELATIONSHIPS OF SCIENCE AND SOCIETY, ETHICS, AND NATURE OF SCIENCE ARE MORE IMPORTANT THAN CONCEPTUAL KNOWLEDGE, DIFFERENCES BETWEEN SCIENCE AND TECHNOLOGY, AND THE INTERRELATIONSHIPS OF SCIENCE AND THE HUMANITIES. (JL)

ED 010 003 24
A FIRST STEP TOWARDS THE IMPLEMENTATION OF THE CAMBRIDGE MATHEMATICS CURRICULUM IN A K-12 UNGRADED SCHOOL.
BY- FOSTER, GARRETT R.
FLORIDA STATE UNIV., TALLAHASSEE
REPORT NUMBER CRP-S-405 PUB DATE 66

EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *CONFERENCES, *CURRICULUM RESEARCH, *MATHEMATICS CURRICULUM, *SYSTEMS ANALYSIS, *UNGRADED SCHOOLS, ABILITY GROUPING, BROWARD COUNTY, EXPERIMENTAL PROGRAMS, FLORIDA, INDIVIDUALIZED CURRICULUM, INSERVICE TEACHER EDUCATION, NOVA SCHOOL, PROGRAM DEVELOPMENT, TALLAHASSEE, TEACHING METHODS,

A SERIES OF THREE CONFERENCES WAS HELD TO EXPLORE THE FEASIBILITY OF IMPLEMENTING A LONG-RANGE CURRICULUM DEVELOPMENT PROJECT FOR AN UNGRADED, K-12 SCHOOL, BASED ON RECOMMENDATIONS OF THE CAMBRIDGE CONFERENCE ON SCHOOL MATHEMATICS. OVER 50 MATHEMATICIANS, MATHEMATICS EDUCATORS, AND PERSONS INVOLVED IN THEORETICAL AND APPLIED PSYCHOLOGICAL RESEARCH, EDUCATIONAL SYSTEMS ANALYSIS, AND ACADEMIC GAMES DEVELOPMENT PARTICIPATED. PRINCIPAL AREAS OF CONCERN IN THE PROJECT WERE--(1) CURRICULUM DEVELOPMENT, (2) TEACHER TRAINING, (3) IMPLICATIONS OF LEARNING AND COGNITION THEORY, AND (4) RESEARCH AND EVALUATION. RESULTS OF THE CONFERENCES SUGGESTED THAT THE SUBJECT MATHEMATICS CURRICULUM COULD BEST BE DEVELOPED THROUGH AN EDUCATIONAL SYSTEMS APPROACH, USING BASIC FUNCTIONAL SYSTEM COMPONENTS OF INSTRUCTIONAL RESOURCES, SYSTEMS MODIFIERS, SYSTEMS ANALYSIS, DATA STORAGE AND PROCESSING, AN ACTION MONITOR, AND A VALUE ESTIMATOR. ADDITIONAL DISCUSSION CENTERED ON THE AREAS OF CURRICULUM CONTENT AND MATRICES, STUDENT GUIDES, AND AN INSERVICE TEACHER-TRAINING PROGRAM. IT WAS RECOMMENDED THAT A PILOT PROJECT BE CONDUCTED TO INVOLVE A SMALL PORTION OF THE SCHOOL POPULATION PRIOR TO OVERALL PROGRAM IMPLEMENTATION. (JH)

ED 010 004 24

THE IMPACT ON LEARNING AND RETENTION OF SPECIALLY DEVELOPED HISTORY MATERIALS FOR CULTURALLY DEPRIVED CHILDREN, AN EXPLORATORY STUDY.

BY- EDGAR, ROBERT W. AURIA, CARL

CITY UNIV. OF NEW YORK, QUEENS COLL., FLUSHING,N.Y

REPORT NUMBER CRP-S-265 PUB DATE 66

CITY UNIV. OF NEW YORK RESEARCH FOUNDATION

CITY UNIV. OF NEW YORK,DIV. OF TEACHER EDUCATION

EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *HISTORY INSTRUCTION, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL MATERIALS, *NEGRO CULTURE, *RETENTION STUDIES, CULTURAL DISADVANTAGEMENT, CULTURAL ENRICHMENT, DISADVANTAGED YOUTH, EIGHTH GRADE, FLUSHING, LEARNING EXPERIENCES, NEGRO HISTORY, NEW YORK,

BIOGRAPHICAL AND FICTIONAL MATERIALS ABOUT THE NEGRO WERE PREPARED FOR DISADVANTAGED NEGRO EIGHTH-GRADERS IN DEPRESSED AREA SCHOOLS OF NEW YORK CITY TO STUDY THEIR EFFECTS AND OVERALL IMPACT. THE EXPERIMENT WAS FOCUSED ON TEACHING A SINGLE UNIT, THE CIVIL WAR. APPROXIMATELY 180 STUDENTS IN 12 CLASSES PARTICIPATED IN THE TEST PROGRAM FOR A TOTAL OF 6 DAYS. SUBJECTS WERE DIVIDED AMONG A TEXTBOOK GROUP, A PAMPHLET GROUP, AND A BIOGRAPHY GROUP. ANALYSIS OF THE DATA RELATED TO GROUP COMPARISONS ON A LEARNING TEST SHOWED NO SIGNIFICANT DIFFERENCES AMONG THE THREE GROUPS ON TOTAL ADJUSTED MEAN SCORES. HOWEVER, ALL GROUPS INCREASED THEIR MEAN SCORES IN THE 6-WEEK INTERVAL FROM PRETEST TO POST-TEST. THESE SIGNIFICANT INCREMENTS ACHIEVED BY ALL THE EXPERIMENTAL GROUPS, AS WELL AS OBSERVED AND REPORTED INTEREST OF PUPILS IN THE NEW MATERIALS AND THE GENERALIZED EDUCATIONAL VALUES REPORTED BY TEACHERS, SUPPORTED THE DESIRABILITY OF CONTINUING THIS EFFORT. (JH)

ED 010 005 24

TEACHER SELECTION POLICIES AND PROCEDURES IN LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES.

BY- GILBERT, HARRY B. AND OTHERS

NEW YORK CITY BOARD OF EDUCATION

REPORT NUMBER CRP-S-334 PUB DATE 66

CITY UNIV. OF NEW YORK, HUNTER COLLEGE

EDRS PRICE MF-$0.18 HC-$5.24

131P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *NATIONAL SURVEYS, *SELECTION, *TEACHER SELECTION, *URBAN SCHOOLS, NEW YORK, PUBLIC SCHOOL SYSTEMS, QUESTIONNAIRES,

A NATIONAL SURVEY QUESTIONNAIRE PERTAINING TO POLICIES AND PROCEDURES OF TEACHER SELECTION WAS SENT TO OVER 380 LARGE SCHOOL SYSTEMS ACROSS THE NATION. ONLY THOSE SYSTEMS HAVING AN ENROLLMENT OF AT LEAST 12,000 STUDENTS WERE INCLUDED. COMPARISONS WERE MADE WITH RESPECT TO SCHOOL SYSTEM SIZE, TEACHER SELECTION RATE, TEACHER TURNOVER RATE, AND STUDENT-TEACHER RATIO BY ANALYZING AND INTERPRETING RESPONSES OF 85 PERCENT OF THE SCHOOL SYSTEMS. LIMITATIONS AND IMPLICATIONS OF THE STUDY WERE DISCUSSED, AND SEVERAL SUGGESTIONS FOR FURTHER RESEARCH WERE OFFERED. A MAJOR FINDING WAS THAT SELECTION METHODS IN MOST SCHOOL SYSTEMS FOCUS ALMOST EXCLUSIVELY ON THE OVERT, PERIPHERAL ASPECTS OF THEIR TEACHER CANDIDATES, AND NOT ON COVERT, DYNAMIC PERSONALITY CHARACTERISTICS. IT APPEARED, THEREFORE, THAT MOST SELECTION PROCEDURES ARE DETERMINED BY WHAT IS EASILY OBTAINED RATHER THAN ON WHAT MIGHT BE IMPORTANT TO ASSESS, INCLUDING THE MENTAL HEALTH OF PROSPECTIVE TEACHERS. (JH)

ED 010 006 24

FINANCIAL ANALYSIS OF CURRENT OPERATIONS OF COLLEGES AND UNIVERSITIES.

BY- SWANSON, JOHN E. AND OTHERS

UNIVERSITY OF MICHIGAN, INST. OF PUB. ADMIN.

REPORT NUMBER CRP-1853 PUB DATE 66

EDRS PRICE MF-$0.63 HC-$17.32

433P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL FINANCE, *FINANCIAL POLICIES, *HIGHER EDUCATION, ADMINISTRATIVE PROBLEMS, ANN ARBOR, COSTS, MICHIGAN, SCHOOL ACCOUNTING, SCHOOL ADMINISTRATION,

TECHNIQUES FOR DEVELOPING FINANCIAL AND RELATED COST-EFFECTIVENESS DATA FOR PUBLIC AND PRIVATELY SUPPORTED AMERICAN COLLEGES AND UNIVERSITIES WERE STUDIED TO FORMULATE PRINCIPLES, PROCEDURES, AND STANDARDS FOR THE ACCUMULATION AND ANALYSES OF CURRENT OPERATING COSTS. AFTER SEPARATE ANALYSES OF INSTITUTIONAL PROCEDURES AND REPORTS, ANALYTIC UNITS AND PROCEDURES WERE DEVELOPED WHICH RESULTED IN PUBLICATION OF AN OPERATING MANUAL FOR THE FINANCIAL ANALYSIS OF CURRENT OPERATIONS OF COLLEGES AND UNIVERSITIES (PART II). THE FIVE TYPES OF COMPARISONS CONSIDERED USEFUL FOR ANALYTIC PURPOSES ARE ILLUSTRATED. (WM)

ED 010 007 24

A STUDY OF EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS, FINAL REPORT.

BY- GARVEY, DALE M. SEILER, WILLIAM H.

KANSAS STATE TEACHERS COLLEGE, EMPORIA

REPORT NUMBER CRP-S-270 PUB DATE 28 FEB 66

EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *AMERICAN GOVERNMENT (COURSE), *DISCUSSION (TEACHING TECHNIQUE), *LECTURE, *SIMULATION, *TEACHING TECHNIQUES, *TWELFTH GRADE, COMPARATIVE ANALYSIS, CONTROL GROUP, EMPORIA, EXPERIMENTAL GROUP, HIGH SCHOOL STUDENTS, KANSAS, LAWRENCE, STUDENTS, TOPEKA,

IT WAS HYPOTHESIZED THAT SIMULATION AS AN INSTRUCTIONAL TECHNIQUE WOULD PRODUCE RESULTS SIGNIFICANTLY BETTER THAN THOSE OBTAINED IN CLASS GROUPINGS WHICH EMPLOYED ONLY LECTURE-DISCUSSION METHODS. FOUR HUNDRED AND FIVE 12TH-GRADE AMERICAN GOVERNMENT STUDENTS IN 2 HIGH SCHOOLS IN KANSAS WERE THE SUBJECTS. FIVE CLASSES, 225 STUDENTS, CONSTITUTED THE EXPERIMENTAL GROUP WHICH EMPLOYED SIMULATION. THE OTHER 180 STUDENTS CONSTITUTED THE CONTROL GROUP AND HAD INSTRUCTION SIMILAR IN EVERY RESPECT TO THAT RECEIVED BY THE EXPERIMENTAL GROUP EXCEPT THAT SIMULATION PERIODS WERE REPLACED BY LECTURES AND DISCUSSIONS. THE SAME TWO TEACHERS AT EACH HIGH SCHOOL TAUGHT THEIR RESPECTIVE EXPERIMENTAL CLASSES AND CONTROL CLASSES, AND BOTH HAD PREVIOUS EXPERIENCE IN THE USE OF SIMULATION AND CUSTOMARILY TAUGHT THE SUBJECT. DATA WERE ACQUIRED FROM THREE PHASES OF TESTING--(1) AT INTRODUCTION OF INSTRUCTION IN INTERNATIONAL RELATIONS, (2) AT CONCLUSION OF 6-WEEK UNIT OF INSTRUCTION, AND (3) APPROXIMATELY 2 MONTHS SUBSEQUENT TO TERMINATION OF INSTRUCTION. IQ, READING ABILITY, GRADE POINT AVERAGE, SEX, AND AGE DATA WERE COLLECTED. TESTING PHASES ADMINISTERED CONSISTED OF (1) CONTENT TEST DESIGNED TO TEST FOR FACTUAL AND CONCEPTUAL KNOWLEDGE, (2) THE WATSON-GLASER CRITICAL THINKING APPRAISAL, (3) THE CORNELL CRITICAL THINKING TEST, AND (4) AN ATTITUDE SURVEY OF STUDENTS. THE MAJOR FINDINGS OF RESEARCH WERE THAT THERE WERE SIGNIFICANT DIFFERENCES BUT NO IDENTIFIABLE PATTERN IN THE PERFORMANCE OF THE CONTROL GROUP AND THE EXPERIMENTAL GROUP ON THE CONTENT EXAMINATIONS AND THE CRITICAL THINKING TESTS. (GC)

ED 010 008 24

FOREIGN STUDENTS AND THEIR AMERICAN STUDENT FRIENDS.

BY- SHAFFER, ROBERT H. DOWLING, LEO R.

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER CRP-2266 PUB DATE 66

REPORT NUMBER BR-5-0806

EDRS PRICE MF-$0.54 HC-$15.48

387P.

DESCRIPTORS- *FOREIGN STUDENTS, *FRIENDSHIP, *INTERPERSONAL RELATIONSHIP, *SOCIAL RELATIONS, *SOCIOCULTURAL PATTERNS, BLOOMINGTON, COLLEGE STUDENTS, INDIANA, INTERGROUP RELATIONS, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, STUDENT OPINION,

THE SOCIOCULTURAL INTERACTIONS AND RELATIONSHIPS AMONG FOREIGN STUDENTS AND AMERICAN STUDENTS ON THE INDIANA UNIVERSITY CAMPUS WERE STUDIED TO ASCERTAIN THEIR IMPACT ON THE NATIVE GROUP AND TO DETERMINE THE DISTINGUISHING CHARACTERISTICS OF FRIENDSHIP PATTERNS AND ASSOCIATIONS BETWEEN BOTH GROUPS. ABOUT 550 AMERICAN STUDENTS WERE SELECTED FOR THE PROJECT SAMPLE. ALL WERE CLOSE FRIENDS OF FOREIGN STUDENTS ON CAMPUS. DATA WERE OBTAINED FROM A BACKGROUND QUESTIONNAIRE, PERSONALITY AND PERSONAL PREFERENCE TESTS, SCHOOL RECORDS, AND PERSONAL INTERVIEWS. A PART OF THE SAMPLE POPULATION WAS COMPARED TO OTHER STUDENTS WHO HAD NO CLOSE FOREIGN FRIENDS. THE FOREIGN STUDENTS SUPPLIED THE INFORMATION WHICH LED TO SELECTION OF THE STUDY SAMPLE FROM WHICH OBJECTIVE INFORMATION (ORIGINS AND DEVELOPMENT OF PRESENT FRIENDSHIPS WITH FOREIGN PEOPLE) AND SUBJECTIVE INFORMATION (ATTITUDES AND PERCEPTIONS OF FOREIGN PEOPLE) WERE OBTAINED IN ADDITION TO THAT DATA DESCRIBED ABOVE. IT WAS DETERMINED THAT THE FRIENDSHIPS UNDER EXAMINATION WERE BASED UPON SIMILARITIES IN INTERESTS AND ENVIRONMENTAL PROXIMITIES RATHER THAN UPON PERSONAL OR BACKGROUND CHARACTERISTICS, AND THAT INITIAL CONTACTS BETWEEN THE TWO GROUPS AROSE FROM ACADEMIC AND OTHER INTERESTS MATCHED IN INFORMAL AND SPONTANEOUS MEETINGS. CAMPUS ACTIVITIES AND COMMUNITY ORGANIZATIONS APPEARED TO CONTRIBUTE LITTLE. (JH)

ED 010 009 24

CERTAIN CHARACTERISTICS OF STUDENT TEACHERS WHO STAY IN TEACHING.

BY- LOHMAN, MAURICE A. AND OTHERS

CITY UNIV. OF NEW YORK RESEARCH FOUNDATION

REPORT NUMBER CRP-S-332 PUB DATE 66

CITY UNIV. OF NEW YORK,DIV. OF TEACHER EDUCATION

EDRS PRICE MF-$0.09 HC-$2.04 31P.

DESCRIPTORS- *OCCUPATIONAL PERSISTENCE, *PREDICTIVE MEASUREMENT, *PSYCHOMETRICS, *STUDENT TEACHERS, *TEACHING, NEW YORK, PERSONALITY STUDIES, TEACHER ATTITUDES, TEACHER CHARACTERISTICS, TEACHERS,

PERSISTENCE IN TEACHING, FOLLOWING COLLEGE GRADUATION IN THE FIELD OF EDUCATION, WAS STUDIED TO DEFINE AND DETERMINE THE SPECIFIC CHARACTERISTICS OF STUDENT TEACHERS WHICH CAN BE USED TO PREDICT LONGEVITY IN THE TEACHING PROFESSION. THE PROJECT HAD A LONGITUDINAL APPROACH, USING OVER 450 FEMALE SUBJECTS WHO HAD GRADUATED 10 YEARS PREVIOUSLY FROM 4 NEW YORK CITY MUNICIPAL COLLEGES. ALL SUBJECTS HAD TAKEN PERSONALITY AND ATTITUDE TESTS WHILE STILL IN SCHOOL, AND HAD RESPONDED TO FOUR QUESTIONNAIRES AFTER GRADUATION DURING SUBSEQUENT YEARS AS FOLLOWUP PROJECTS. PARTICIPANTS WERE FIRST ASSIGNED TO GROUPS IN ACCORDANCE WITH THEIR CAREERS AS TEACHERS (WITH RESPECT TO TIME AND DURATION) AND WITH THEIR FUTURE PLANS. THE GROUPS WERE THEN SUBJECTED TO MULTIPLE DISCRIMINATE FUNCTION ANALYSIS ON A NUMBER OF PSYCHOMETRIC MEASURES, TAKEN IN SCHOOL, IN SUCH A WAY AS TO DETECT GROUP DIFFERENCES. HOWEVER, NO SIGNIFICANT DIFFERENCES WERE NOTED WHEN THE MEASURES WERE CONSIDERED SINGULARLY WITHIN THE GROUP CLUSTERS NOR IN ANY MULTIPLE COMBINATIONS THEREIN. IT WAS THUS CONCEDED THAT NO PREDICTIVE MEASURES FOR TEACHING PERSISTENCE COULD BE FOUND, AND SUGGESTED THAT ADDITIONAL MEASURES AND NEW INSTRUMENTS WERE NEEDED TO FORM POSITIVE CONCLUSIONS. (JH)

ED 010 010 24

A PRELIMINARY EVALUATION OF NURSERY SCHOOL EXPERIENCE ON THE LATER SCHOOL ADJUSTMENT OF CULTURALLY DISADVANTAGED CHILDREN.

BY- GOLDSTEIN, KENNETH M. CHOROST, SHERWOOD B.

STATEN ISLAND MENTAL HEALTH SOC. WAKOFF RES. CTR.
REPORT NUMBER CRP-S-323 PUB DATE 66
STATE UNIV. OF NEW YORK, DOWNSTATE MEDICAL CENTER
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *KINDERGARTEN, *NURSERY SCHOOLS, *PRESCHOOL EVALUATION, *STUDENT ADJUSTMENT, BROOKLYN, COMPARATIVE ANALYSIS, FIRST GRADE, NEW YORK, PRESCHOOL EDUCATION, SECOND GRADE, SOCIOECONOMIC STATUS, STATEN ISLAND, THIRD GRADE,

THE MAJOR OBJECTIVE WAS TO DETERMINE WHETHER CULTURALLY DISADVANTAGED CHILDREN IN AN URBAN AREA WITH PRESCHOOL EXPERIENCE ARE BETTER ADJUSTED IN THE PRIMARY GRADES THAN ARE SIMILAR CHILDREN WITHOUT SUCH EXPERIENCE. A SECONDARY OBJECTIVE WAS TO DETERMINE WHETHER THERE ARE DIFFERENCES IN ADJUSTMENT BETWEEN THOSE HAVING NURSERY SCHOOL AS OPPOSED TO KINDERGARTEN EXPERIENCE. THE SAMPLE CONSISTED OF 42 FIRST-GRADE, 43 SECOND-GRADE, AND 32 THIRD-GRADE PUBLIC SCHOOL STUDENTS LIVING IN A LOW SOCIOECONOMIC GEOGRAPHIC AREA OF STATEN ISLAND, NEW YORK. THREE TYPES OF PRESCHOOL EXPERIENCE WERE STUDIED--(1) NURSERY SCHOOL, (2) KINDERGARTEN (WITH NO PRIOR NURSERY SCHOOL EXPERIENCE), AND (3) NO KINDERGARTEN AND NO NURSERY SCHOOL. ANALYSIS OF SCHOOL ADJUSTMENT WAS MADE THROUGH USE OF SCHOLASTIC RECORDS, GUIDANCE COUNSELOR REPORTS, ABSENCE, TARDINESS AND TRUANCY REPORTS, RESULTS OF GROUP ACHIEVEMENT (CALIFORNIA ACHIEVEMENT TESTS) AND GROUP INTELLIGENCE (CALIFORNIA TEST OF MENTAL MATURITY) TESTS, TEACHER RATINGS OF PERSONAL-SOCIAL ADJUSTMENT (CASSEL BEHAVIOR RATING SCALE) AND PEER RATINGS OF SOCIAL ACCEPTABILITY (HEREFORD'S SOCIOMETRIC RATING TECHNIQUE). THE MAJOR FINDINGS OF THE STUDY WERE THAT LOW SOCIOECONOMIC LEVEL CHILDREN WITH FORMAL PRESCHOOL EXPERIENCE (EITHER NURSERY SCHOOL OR KINDERGARTEN) ARE BETTER ADJUSTED AT THE PRIMARY (1-3) GRADE LEVEL THAN CHILDREN WITHOUT PRESCHOOLING. IT APPEARS THAT CHILDREN WITH NO PRESCHOOLING ARE ESPECIALLY POOR PERFORMERS IN READING AND ARITHMETIC ACHIEVEMENT. THERE WERE NO SIGNIFICANT DIFFERENCES IN SCHOOL ADJUSTMENT BETWEEN NURSERY SCHOOL AND KINDERGARTEN-TRAINED CHILDREN. (GC)

ED 010 011 08

THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS, A PILOT STUDY.
BY- EDGERTON, HAROLD A. SYLVESTER, ROBERT W.
PERFORMANCE RESEARCH, INC., WASHINGTON, D. C.
REPORT NUMBER BR-5-0127 PUB DATE 15 FEB 66
CONTRACT OEC-5-85-037
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *DROPOUT PREVENTION, *HOLDING POWER (OF SCHOOLS), *MANPOWER DEVELOPMENT, *PROGRAM EVALUATION, *PROGRAM IMPROVEMENT, D.C., DROPOUTS, FEDERAL PROGRAMS, WASHINGTON,

AN EXTENSION OF KNOWLEDGE OF THE FACTORS RELATED TO TRAINEE DROPOUTS IN MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) PROGRAMS WAS ATTEMPTED. THE FACTORS RELATED TO SUCCESS OF MDTA PROGRAMS WERE COMPUTED FOR ORGANIZATIONAL AND PROCEDURAL CHARACTERISTICS OF THE TRAINEES. BOTH RETENTION AND PLACEMENT SHOW SIGNIFICANT CORRELATION WITH CHARACTERISTICS OF THE PROGRAM ORGANIZATION AND PROGRAM MANAGEMENT, ENOUGH SO THAT EFFORTS TO IMPROVE THE STANDING OF AN MDTA PROGRAM, EITHER AS TO ITS RETENTION OR ITS PLACEMENT, SHOULD BE FRUITFUL. THE REAL PROBLEM IS THAT OF MAKING THE PROGRAMS FIT THE TRAINEES RATHER THAN TRYING TO SELECT TRAINEES TO FIT THE TRAINING PROGRAMS. THE NEXT STEP IS TO STUDY MORE INTENSELY THE EFFECTS OF PROGRAM ORGANIZATION, AND ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES ON BOTH RETENTION AND PLACEMENT. (GD)

ED 010 012 08

DEVELOPMENT OF MARKETABLE TYPING SKILL--SENSORY PROCESSES UNDERLYING ACQUISITION.
BY- WEST, LEONARD J.
CITY UNIV. OF NEW YORK,DIV. OF TEACHER EDUCATION
REPORT NUMBER BR-5-8434 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *MOTOR DEVELOPMENT, *SKILL DEVELOPMENT, *TYPEWRITING, MOTOR ACTIVITY, NEW YORK, TYPIST, VISUAL DISCRIMINATION,

THE PROJECT ATTEMPTED TO PROVIDE FURTHER DATA ON THE DOMINANT HYPOTHESIS ABOUT THE SENSORY MECHANISMS UNDERLYING SKILL ACQUISITION IN TYPEWRITING. IN SO DOING, IT PROPOSED TO FURNISH A BASIS FOR IMPORTANT CORRECTIVES TO SUCH CONVENTIONAL INSTRUCTIONAL PROCEDURES AS TOUCH TYPING. SPECIFICALLY, THE HYPOTHESIS HAS BEEN THAT KINESTHESIS IS NOT AVAILABLE FOR USE AT THE START OF LEARNING SUCH A PERCEPTUAL-MOTOR SKILL AS TYPING, BUT THAT IT OCCURS AFTER SOME LEARNING ON THE BASIS OF VISUAL CUES HAS TAKEN PLACE. THIS INFERENCE IS CONFIRMED BY THE RESULTS OF THIS INVESTIGATION IN WHICH 266 SUBJECTS AT 9 WPM TO 108 WPM TYPING SKILL LEVELS, TYPED UNDER VISUAL AND NONVISUAL CONDITIONS. DEPRIVATION OF VISION RESULTED IN SIGNIFICANT AND LARGE INCREASES IN NUMBER OF ERRORS. THE RESULTS UNDERCUT CONVENTIONAL INSTRUCTIONAL INSISTENCE ON TOUCH TYPING AND SUGGEST THE DESIRABILITY OF FREE USE OF VISION EARLY IN LEARNING--(1) AS GUIDANCE FOR MAKING RESPONSES, (2) AS A SOURCE OF CORRECTIVE INFORMATION FOR WRONG RESPONSES AND OF IMMEDIATE REINFORCEMENT FOR CORRECT RESPONSES, AND (3) AS A REDUCER OF THE ANXIETIES AND TENSIONS THAT REPORTEDLY COMMONLY ACCOMPANY EARLY INSISTENCE ON NONVISUAL WORK. THE EXTENT TO WHICH THESE FINDINGS MAY BE PARALLELED FOR OTHER PERCEPTUAL-MOTOR SKILLS REMAINS TO BE INVESTIGATED. (GD)

ED 010 013 08

DETERMINING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS.
BY- ROBERTS, ROY W.
UNIVERSITY OF ARKANSAS, COLL. OF EDUCATION
REPORT NUMBER BR-5-0002 PUB DATE FEB 66
CONTRACT OEC-5-85-025
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *CURRICULUM EVALUATION, *HIGH SCHOOL GRADUATES, *HIGH SCHOOL STUDENTS, *HOME ECONOMICS EDUCATION, *VOCATIONAL EDUCATION, ARKANSAS, CURRICULUM ENRICHMENT, FAYETTEVILLE, HOMEMAKING SKILLS,

THE VOCATIONAL NEEDS OF THE HOMEMAKER-WAGE EARNER AND WHAT CONTRIBUTION THE HIGH SCHOOL HOME ECONOMICS CURRICULUM

MAY MAKE TO VOCATIONAL EDUCATION FOR GAINFUL OCCUPATIONS IN WHICH THE YOUNG WOMEN WILL BE EMPLOYED AFTER HIGH SCHOOL GRADUATION WERE THE GOALS OF THIS STUDY. THE DATA OF THE STUDY WERE OBTAINED FROM (1) QUESTIONNAIRES TO FORMER HOMEMAKING STUDENTS, (2) LETTERS TO EMPLOYERS OF THESE STUDENTS, (3) INFORMATION FROM SCHOOL RECORDS, (4) JOB DESCRIPTIONS AND ANALYSES, AND (5) OPINIONS OF QUALIFIED CONSULTANTS. THE DATA SUGGEST THAT PRESENT-DAY HOME ECONOMICS COURSES MAY BE ENRICHED TO INCLUDE MANY COMPETENCIES NEEDED BY YOUNG WOMEN WHO ENTER GAINFUL OCCUPATIONS WITHOUT REDUCING THE VALUE OF THE CONTENT FOR HOMEMAKERS. THE STUDY SUGGESTS A NEED FOR SPECIAL COURSES IN SOME ASPECTS OF HOME ECONOMICS FOR YOUNG WOMEN WHO EXPECT TO ENTER THE LABOR FORCE AFTER HIGH SCHOOL GRADUATION. (GD)

ED 010 014 24

THE PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS, FINAL REPORT.

BY- BUSHNELL, DON D.

BROOKS FOUNDATION, SANTA BARBARA, CALIF.

REPORT NUMBER ERD-439-65 PUB DATE 30 MAR 66

REPORT NUMBER BR-5-0192

CONTRACT OEC-6-85-041

EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL MATERIALS, *MATHEMATICS INSTRUCTION, *TEACHING TECHNIQUES, CALIFORNIA, SANTA BARBARA, TENTH GRADE, TUTORING, VOCATIONAL EDUCATION,

INDIVIDUAL TUTORIAL SESSIONS WERE CONDUCTED WITH 42 10TH-GRADE STUDENTS IN A LARGE INNER-CITY HIGH SCHOOL, WITH THE PURPOSE OF REVISING A UNIT OF GENERAL MATHEMATICS FROM A STANDARD TEXT. THE HYPOTHESIS TESTED WAS THAT MATERIAL SO REVISED WOULD YIELD MORE LEARNING FOR STUDENTS OF THIS POPULATION THAN MATERIALS REVISED UNDER STANDARD CURRICULUM WORKSHOP CONDITIONS. THE EXPERIMENTAL GROUP (50 STUDENTS) STUDIED TUTORIALLY REVISED MATERIALS, AND THE CONTROL GROUP (50 STUDENTS) STUDIED TEACHER-PREPARED MATERIALS BASED ON THE SAME UNIT. STUDENTS IN THE EXPERIMENTAL GROUP SCORED SIGNIFICANTLY HIGHER ON CRITERION TESTS ADMINISTERED IMMEDIATELY UPON COMPLETION OF THE MATERIAL. THE HYPOTHESIS APPEARED TO HAVE BEEN SUPPORTED BY THIS STUDY. RECOMMENDATIONS WERE MADE FOR A MAJOR RESEARCH PROJECT AIMED AT THE PRODUCTION AND VALIDATION OF FIVE SEMESTER UNITS OF INSTRUCTION IN SUBJECT AREAS BASIC TO PROGRAMS OF VOCATIONAL EDUCATION. (GD)

ED 010 015 08

THE ADVANCED DEGREE AND VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP (A SYMPOSIUM).

BY- SCHAEFER, CARL J. AND OTHERS

RUTGERS, THE STATE UNIV., GRADUATE SCHOOL OF ED.

REPORT NUMBER ERD-469-66 PUB DATE 31 MAR 66

REPORT NUMBER BR-5-8464

CONTRACT OEC-6-85-053

EDRS PRICE MF-$0.09 HC-$2.40 60P.

DESCRIPTORS- *CURRICULUM PLANNING, *DOCTORAL DEGREES, *EDUCATIONAL NEEDS, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, NEW BRUNSWICK, NEW JERSEY, SEMINARS,

A SYMPOSIUM WAS HELD TO DEVELOP A DOCTORAL CURRICULUM FOR VOCATIONAL AND TECHNICAL EDUCATION. THE FORMAT INVOLVED THE PREPARATION OF WORKING PAPERS, COUNTERPART REACTIONS, AND ROUNDTABLE DISCUSSIONS. ALL 48 PARTICIPANTS RECEIVED COPIES OF THE WORKING PAPERS PRIOR TO THE SYMPOSIUM. PARTICIPANTS WERE BROKEN UP INTO SMALL DISCUSSION GROUPS UPON COMPLETION OF EACH PRESENTATION OF A WORKING PAPER. THEY AGREED THAT A DOCTORAL PROGRAM FOR FUTURE VOCATIONAL AND TECHNICAL LEADERS IS NECESSARY. IT WAS ALSO PROPOSED THAT BY ITS VERY INTERDISCIPLINARY NATURE THE VOCATIONAL-TECHNICAL DOCTORAL PROGRAM SHOULD ENCOMPASS SEMINARS, INTERNSHIP, AND READING SO THAT THE WHOLE PROGRAM WOULD BECOME A LABORATORY AS CONTRASTED WITH A SERIES OF COURSES. THE INTRA-UNIVERSITY COMMITTEE AT RUTGERS WILL ACT UPON THE RECOMMENDATIONS WHICH HAVE COME FROM THE SYMPOSIUM TO DEVELOP A MODEL FOR THE DOCTOR OF EDUCATION MAJOR IN VOCATIONAL-TECHNICAL EDUCATION. (GD)

ED 010 016 08

CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965.

BY- MCDANIELS, CARL, ED.

GEORGE WASHINGTON UNIV., WASHINGTON, D. C.

REPORT NUMBER BR-5-1208 PUB DATE 66

CONTRACT OEC-6-85-035

EDRS PRICE MF-$0.18 HC-$4.04

101P.

DESCRIPTORS- *CONFERENCES, *COUNSELING PROGRAMS, *GUIDANCE COUNSELING, *VOCATIONAL COUNSELING, *VOCATIONAL INTERESTS, COUNSELING, COUNSELOR TRAINING, COUNSELORS, D.C., EDUCATIONAL GUIDANCE, VOCATIONAL EDUCATION, WASHINGTON,

BACKGROUND PAPERS AT THE CONFERENCE INCLUDED--(1) "NEEDED COUNSELOR COMPETENCIES IN VOCATIONAL ASPECTS OF COUNSELING AND GUIDANCE," BY K. B. HOYT, (2) "SURVEY OF CURRENT TRAINING APPROACHES, FORMAT MATERIALS, AND CURRICULUM CONTENT IN VOCATION ASPECTS OF COUNSELOR EDUCATION," BY R. W. STROWIG AND P. A. PERRONE, (3) "RESEARCH IN VOCATIONAL DEVELOPMENT--IMPLICATIONS FOR THE VOCATIONAL ASPECTS OF COUNSELOR EDUCATION," BY H. BOROW, (4) "SOME PROPOSED NEW DEVELOPMENTS IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION," BY J. W. LOUGHARY, AND (5) "MANPOWER LEGISLATION OF THE SIXTIES--A THREAT AND A PROMISE," BY T. J. COTE. THE THREE WORKING GROUPS OF THE CONFERENCE ALSO COMPILED REPORTS. GROUP I CAME UP WITH ABOUT 40 GUIDELINES BASED ON 11 AREAS OF COMPETENCIES FOR CURRICULAR SUPPLEMENTATION. MOST OF THESE SUGGESTIONS ARE READY FOR PROMPT FIELD TRYOUT. THE CONSENSUS OF GROUP II CENTERED AROUND A MUCH GREATER INVOLVEMENT AND RESPONSIBILITY ON THE PART OF THE COUNSELOR IN THE ENTIRE PROCESS OF EDUCATIONAL-VOCATIONAL PLANNING WITH SPECIAL NEEDS IN INTERPRETING EDUCATION-TRAINING OPPORTUNITIES IN VARIOUS NONDEGREE PROGRAMS. GROUP III POINTED OUT ABOUT 20 AREAS OF POSSIBLE RESEARCH NEEDED, RANGING FROM TEACHING COUNSELORS IN THEIR TRAINING PROGRAMS HOW TO USE COMPLEX INFORMATION SYSTEMS DEVICES TO SUGGESTED PLANS FOR MEASUREMENT OF VARIOUS UNIVERSITY TRAINING METHODS AND TECHNIQUES. (GC)

ED 010 017 08

INCREASING TASK-ORIENTED BEHAVIOR--AN EXPERIMENTAL EVALUATION OF TRAINING TEACHERS IN REINFORCEMENT TECHNIQUES.

BY- KRUMBOLTZ, JOHN D. GOODWIN, DWIGHT L.

STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
REPORT NUMBER BR-5-0117 PUB DATE 66
CONTRACT OEC-5-85-095
EDRS PRICE MF-$0.18 HC-$4.48
112P.

DESCRIPTORS- *ATTENTION CONTROL, *POSITIVE REINFORCEMENT, *STUDENT BEHAVIOR, *STUDENT MOTIVATION, *TEACHING TECHNIQUES, CALIFORNIA, SECOND GRADE, STANFORD,

THIS STUDY TESTED METHODS OF INCREASING TASK-ORIENTED BEHAVIOR OF INATTENTIVE SECOND-GRADE PUPILS TO HELP DEVELOP EFFECTIVE WORK HABITS AND ATTITUDES AT AN EARLY AGE. THE ASSUMPTION WAS MADE THAT THE INATTENTIVE BEHAVIOR OF PUPILS WAS MAINTAINED, IN PART, BY THE REINFORCEMENT UNINTENTIONALLY PROVIDED BY FREQUENT TEACHER REMINDERS FOR THE CHILD TO GET BACK TO WORK. IN ADDITION, THE TEACHER MIGHT NOT BE GIVING SUFFICIENT RECOGNITION AT TIMES WHEN THE PUPIL WAS ATTENDING TO HIS WORK. THE EXPERIMENTAL PROCEDURE REVERSED THESE CONTINGENCIES, URGING THE TEACHER TO WITHHOLD ATTENTION FROM PUPILS BEHAVING INATTENTIVELY AND REWARDING ATTENTIVE BEHAVIOR AS SOON AS IT OCCURRED. WHILE EXPERIMENTAL GROUP TEACHERS DID USE REINFORCEMENT METHODS, THEIR APPLICATION WAS LESS THAN DESIRED. THE EXPERIMENTAL GROUP SUBJECTS DID NOT SHOW A SIGNIFICANTLY GREATER FREQUENCY OF TASK-ORIENTED BEHAVIOR. THE RESULTS SUGGEST THAT THE TRAINING OF TEACHERS WAS CRUCIAL TO THE OUTCOME OF THE STUDY, AND ALSO RAISE QUESTIONS ABOUT THE EFFICACY OF COGNITIVE METHODS IN CHANGING TEACHER'S BEHAVIOR. FUTURE RESEARCH SHOULD FIRST INSURE A THOROUGH APPLICATION OF THE TECHNIQUES BEFORE PUPIL BEHAVIOR IS ASSESSED. (GD)

ED 010 018 08

THE FATE AND PROBABLE FUTURE OF HIGH SCHOOL DROPOUTS AND THE IDENTIFICATION OF POTENTIAL HIGH SCHOOL DROPOUTS.
BY- GALLINGTON, RALPH O.
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER BR-5-0700 PUB DATE 1 JAN 66
REPORT NUMBER SIU-21-13-2-49170
GRANT OEG-5-85-005
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *DROPOUT IDENTIFICATION, *DROPOUT PREVENTION, *DROPOUT RESEARCH, *HIGH SCHOOLS, ALEXANDER COUNTY, CALIFORNIA ACHIEVEMENT TEST, CARBONDALE, HIGH SCHOOL GRADUATES, ILLINOIS,

THE PRIMARY AIM WAS TO DEVELOP INSTRUMENTS FOR IDENTIFYING HIGH SCHOOL DROPOUTS. THESE INSTRUMENTS WERE USED TO INVESTIGATE THE FATE OF RECENT GRADUATES AND DROPOUTS OF CLASSES 1963, 1964, AND 1965 IN ALEXANDER COUNTY, ILLINOIS, AND TO ESTABLISH FURTHER CORRELATES IDENTIFYING POTENTIAL DROPOUTS. BOTH THE OBJECTIVE AND SUBJECTIVE INSTRUMENTS DEVELOPED SHOWED HIGH DEGREES OF CORRELATION--0.826 AND 0.840 RESPECTIVELY. SOME CONCLUSIONS WERE--(1) THE INSTRUMENTS MAY BE OF VALUE IN IDENTIFYING POTENTIAL DROPOUTS IN LARGE NUMBERS, (2) AS MANY PREVIOUS STUDIES HAVE SHOWN, THE GREATEST OBJECTIVE PREDICTORS WERE ACHIEVEMENT, READING PLACEMENT, AND MATHEMATICS PLACEMENT, (3) IT WAS FOUND THAT AN ACCUMULATION OF SEVERAL CORRELATES MEASURES FAIRLY WELL AND ALLOWS ONE TO DEVELOP SATISFACTORY TOTAL MEASURES. IT WAS RECOMMENDED THAT ALL PERSONS RECEIVE SPECIAL TRAINING BEFORE MAKING USE OF THE SUBJECTIVE INSTRUMENT DEVELOPED BY THIS RESEARCH. (GD)

ED 010 019 08

APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT.
BY- COZINE, JUNE
OKLAHOMA STATE UNIV., RESEARCH FOUNDATION
REPORT NUMBER ERD-203-65 PUB DATE MAR 66
REPORT NUMBER BR-5-0026
CONTRACT OEC-5-85-088
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *CHILD CARE, *CLOTHING INSTRUCTION, *CURRICULUM PLANNING, *HOME ECONOMICS EDUCATION, *VOCATIONAL EDUCATION, EDUCATIONAL NEEDS, OKLAHOMA, STATISTICAL SURVEYS, STILLWATER,

EDUCATIONAL GUIDELINES AND TECHNIQUES WERE DEVELOPED AND NEEDS ESTABLISHED FOR PLANNING GAINFUL EMPLOYMENT PROGRAMS IN THE FIELD OF HOME ECONOMICS, PARTICULARLY IN THE AREAS OF CHILD CARE AND CLOTHING SERVICES. TWO SEPARATE SURVEYS WERE CONDUCTED. THE FIRST INVOLVED CONTACTS WITH POTENTIAL EMPLOYERS AND OTHER INDIVIDUALS WHO HAD KNOWLEDGE OF THE NEED FOR AND COMPETENCIES EXPECTED FROM CHILD CARE AND CLOTHING SERVICE WORKERS. THE AVAILABILITY AND CHARACTERISTICS OF POTENTIAL WORKERS WERE SEARCHED FOR IN THE SECOND SURVEY BY CONTACTING CERTAIN SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND EMPLOYMENT AND WELFARE AGENCIES. IN ALMOST EVERY CASE THE PERSONS INTERVIEWED INDICATED INTEREST AND NEED FOR THIS TYPE OF SPECIAL TRAINING. STATISTICAL COMPILATIONS ALSO SHOWED THAT EMPLOYMENT WOULD BE AVAILABLE UPON COMPLETION OF SUCH COURSES AND THAT STUDENTS INTERESTED IN TAKING THEM WOULD BE NUMEROUS. AS THE LAST PHASE OF THE PROGRAM, SEVERAL PRELIMINARY DEVELOPMENTAL TASKS WERE DERIVED FOR A CURRICULUM IN THIS AREA INCLUDING--(1) AN INDICATION OF SPECIFIC SKILLS, LEARNING EXPERIENCES, INSTRUCTIONAL RESOURCES, WORK EXPERIENCE STUDY PROGRAMS, AND ADDITIONAL EVALUATION REQUIRED, (2) STUDENT RECRUITING AND SELECTION PLANS, AND (3) AN INITIAL LOOK AT POSSIBLE COURSE CONSTRUCTION. (JH)

ED 010 020 08

DOCUMENTATION OF STEPS TO ESTABLISH A TECHNICAL COLLEGE, AND THE EVALUATION OF "PERT" AS A PLANNING TOOL FOR EDUCATORS, PHASE I.
BY- MCKEE, ROBERT L. RIDLEY, KATHRYN J.
NORTHERN VIRGINIA TECH. COLL., BAILEYS CROSSROADS
REPORT NUMBER ERD-455-65 PUB DATE 31 MAR 66
REPORT NUMBER BR-5-0170
CONTRACT OEC-6-85-028
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *COLLEGE PLANNING, *CRITICAL PATH METHOD, *JUNIOR COLLEGES, *VOCATIONAL SCHOOLS, BAILEYS CROSSROADS, CURRICULUM DEVELOPMENT, EVALUATION TECHNIQUES, FACULTY RECRUITMENT, NORTH VIRGINIA TECHNICAL COLLEGE, PERT, PILOT PROJECTS, PROGRAM DEVELOPMENT, VIRGINIA,

TO ESTABLISH A COLLEGE IN 100 DAYS PRESENTED AN OPPORTUNITY TO TEST THE VALUE OF PROGRAMED ORGANIZATIONAL PROCEDURES USING PROGRAM PERFORMANCE EVALUATION AND REVIEW

TECHNIQUE (PERT) UNDER ACTUAL OPERATIONAL CONDITIONS, NOT IN A SIMULATED THEORETICAL SITUATION. THROUGH THE AID OF THE PERT PLANNING SYSTEM, IT WAS DETERMINED THAT THERE WERE NINE MAJOR LINES OF ACTIVITIES AND ABOUT 300 EVENTS TO BE ACCOMPLISHED TO OPEN THE COLLEGE. THE ADMINISTRATION USED A TEAM APPROACH WHEREBY THE THREE MAIN ADMINISTRATORS WOULD FOCUS ATTENTION ON A MAJOR ACTIVITY, PLAN AND START ITS EVOLUTION, ASSIGN IT TO A STAFF MEMBER FOR COMPLETION, AND THEN INITIATE THE NEXT ACTIVITY. THE COLLEGE WAS BUILT AND ESTABLISHED IN 84 WORKING DAYS AFTER THE FIRST STAFF MEMBER REPORTED, AND OPENED ON SCHEDULE WITH 700 STUDENTS. THE REGULAR PERT SYSTEM WAS NOT USED BECAUSE THE COLLEGE HAD TO BE READY IN SUCH A SHORT PERIOD OF TIME--INSTEAD A SIMPLIFIED CHART TAKEN FROM THE MASTER CHART WAS USED. MANY OF THE ACTIVITIES AND EVENTS HAD TO BE ACCOMPLISHED OUT OF SEQUENCE AND ACCELERATED DUE TO THE LACK OF TIME TO CONTINUALLY UPDATE SUCH A COMPLICATED SYSTEM. THE PERT SYSTEM IS A VALUABLE AID IN THE PLANNING OF THE LOGICAL STEPS TO BE FOLLOWED--IT ENABLES A CONSTANT PROGRESS CHECK TO BE MADE AND IT GRAPHICALLY DEMONSTRATES BOTTLENECKS OR TIME LAGS IN THE SCHEDULE. THE COLLEGE WILL USE THE PERT SYSTEM MORE EXTENSIVELY IN THE PLANNING AND BUILDING OF ITS NEXT CAMPUS WHEN A MORE NORMAL TIME SCHEDULE IS POSSIBLE. (JL)

ED 010 021 24

AN INTERVIEW STUDY OF TEACHERS WHO LEAVE THE PROFESSION.

BY- FUCHEL, JUDITH C. AND OTHERS
CITY UNIV. OF NEW YORK RESEARCH FOUNDATION

REPORT NUMBER CRP-S-333 PUB DATE 66
CITY UNIV. OF NEW YORK,DIV. OF TEACHER EDUCATION
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *FORMER TEACHERS, *OCCUPATIONAL PERSISTENCE, *TEACHER SHORTAGE, NEW YORK, QUESTIONNARIES,

THE PRESENT STUDY IS THE FIRST PART OF A TWO-PART INTERVIEW STUDY OF NONPERSISTENT TEACHERS. ITS MAIN OBJECTIVE WAS TO PREPARE FOR DATA COLLECTION IN THE SECOND PART. THE MAJOR ASPECTS OF THIS PRESENT STUDY WERE--(1) THE CLASSIFICATION INTO SUBGROUPS OF A POPULATION OF NONPERSISTING TEACHERS PREVIOUSLY IDENTIFIED, (2) THE DEVELOPMENT AND REFINEMENT OF AN INTERVIEW SCHEDULE AND A METHOD OF ANALYSIS APPROPRIATE TO IT, AND (3) TRYOUT OF THE REVISED SCHEDULE ON A SUFFICIENT SCALE TO JUDGE ITS SUITABILITY. ALL THESE ASPECTS WERE ACCOMPLISHED ALONG WITH CLASSIFICATION OF 800 NONPERSISTERS INTO FOUR GROUPS--(1) PEOPLE WHO NEVER TAUGHT, (2) DEFINITE NONPERSISTERS, (3) FUZZY NONPERSISTERS, AND (4) AN UNDECIDED GROUP. THE RELATIVELY SMALL NUMBER OF TRIAL INTERVIEWS IN PART ONE DID NOT WARRANT ANALYSIS NOR GENERALIZATION, BUT THERE WERE SOME VISIBLE IMPLICATIONS. IT SEEMS POSSIBLE THAT DIFFERENCES BETWEEN THE AVAILABLE SAMPLES OF PERSISTERS AND NONPERSISTERS WILL NOT BE FOUND BECAUSE MOST NONPERSISTERS PLANNED TO RETURN TO TEACHING WHEN THEIR CHILDREN WERE OLDER. NEVERTHELESS, FUTURE INTERVIEWS WILL UNDOUBTEDLY CONTRIBUTE TO THE ENHANCEMENT OF THE HOLDING POWER OF THE TEACHING PROFESSION. (GD)

ED 010 022 24

RESEARCH SEMINAR ON RACIAL AND OTHER ISSUES AFFECTING SCHOOL ADMINISTRATION IN THE GREAT CITIES OF AMERICA.

BY- USDAN, MICHAEL D.
NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER CRP-G-028 PUB DATE 66
EDRS PRICE MF-$0.36 HC-$8.76
219P.

DESCRIPTORS- *CURRENT EVENTS, *SCHOOL ADMINISTRATION, *SEMINARS, *SOCIOECONOMIC INFLUENCES, *URBAN SCHOOLS, ADMINISTRATOR ROLE, COLLEGE-HIGH SCHOOL COOPERATION, EDUCATIONAL CHANGES, EDUCATIONAL PLANNING, EDUCATIONAL PROBLEMS, EDUCATIONAL RESEARCH, EVANSTON, ILLINOIS, POPULATION TRENDS, RACE RELATIONS, UNEMPLOYMENT, URBAN RENEWAL,

RACIAL STRIFE, POPULATION MOBILITY, CHRONIC UNEMPLOYMENT, URBAN DECAY, AND OTHER CURRENT ISSUES WHICH AFFECT THE EDUCATIONAL PROCESSES OF LARGE CITIES WERE DELINEATED IN A SEMINAR TO PROVIDE WORKABLE PROPOSALS, GREATER COMMUNICATION, AND UNDERSTANDING AMONG SCHOOL ADMINISTRATORS WHO MUST DEAL WITH THESE PROBLEMS IN THEIR DAY-BY-DAY OPERATIONS. AMONG THE PARTICIPANTS IN THE SEMINAR WERE SCHOOL ADMINISTRATORS, REPRESENTATIVES FROM INSTITUTIONS OF HIGHER EDUCATION, AND MEMBERS FROM OTHER EDUCATIONAL AGENCIES AND ORGANIZATIONS. A TWO-DIMENSIONAL CLASSIFICATION SCHEME WAS DEVELOPED FOR ALL RESEARCH PROPOSALS. THE FIRST DIMENSION SIGNIFIED THE LEVELS WITHIN A SCHOOL ORGANIZATION WITH WHICH A PARTICULAR RESEARCH PROGRAM MIGHT DEAL (I.E., TECHNICAL, MANAGERIAL, AND INSTITUTIONAL). THE SECOND SUMMARIZED THE CATEGORIES OF RESEARCH, RESEARCH AND DEVELOPMENT, AND DEVELOPMENT AS MEANS TO ORIENT AND DIRECT A RESEARCH PROGRAM. IT WAS NOTED THAT PARTICIPATING SCHOOL ADMINISTRATORS TENDED TO EMPHASIZE DEVELOPMENTAL PROPOSALS AT A LOWER ADMINISTRATIVE LEVEL THAN DID THE UNIVERSITY PEOPLE WHO MOST OFTEN PREFERRED RESEARCH PROPOSALS. BOTH GROUPS EXPRESSED INTEREST IN A VARIETY OF PROBLEMS, BUT DIFFERENCES IN APPROACH REMAINED LARGELY UNRESOLVED. THE MOST IMPORTANT CONTRIBUTION OF THE SEMINAR WAS BELIEVED TO BE A FIRM REALIZATION OF THE NEED FOR INCREASED DIALOGUE AND COMMUNICATION BETWEEN RESEARCHERS AND ADMINISTRATORS. (JM)

ED 010 023 24

AN INTERMEDIATE COLLEGE COURSE IN PERCEPTION AND JUDGMENT DESIGNED TO INCREASE THE RANGE AND INTENSITY OF STUDENT PARTICIPATION.

BY- PERLOE, SIDNEY I.
HAVERFORD COLL., PA.

REPORT NUMBER CRP-S-141 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$5.60
140P.

DESCRIPTORS- *DEMONSTRATION PROJECTS, *DEMONSTRATIONS (EDUCATIONAL), *PERCEPTION, *TEACHING TECHNIQUES, DEVELOPMENTAL PROGRAMS, HAVERFORD, INSTRUCTIONAL DESIGN, LECTURE, PENNSYLVANIA, READING COMPREHENSION,

THE OBJECTIVE WAS TO INCREASE THE DEGREE OF ACTIVE PARTICIPATION IN THE LEARNING OF CONTENT AND METHODS IN THE AREAS OF PERCEPTION AND JUDGMENT. TWO TYPES OF MATERIAL WERE DEVELOPED--(1) READING NOTES AND WRITTEN LECTURES, AND (2) DEMONSTRATIONAL APPARATUS. ELEVEN STUDENTS TOOK THE COURSE DURING A 2-YEAR PERIOD. THEIR HELP IN EVALUATING THE NEW CLASS FORMAT WAS SOLICITED AT SEVERAL POINTS DURING THE

SEMESTER AND AT THE END. WITHOUT EXCEPTION, THE STUDENTS SAID THEY PREFERRED THE NEW ARRANGEMENT TO THE CONVENTIONAL ONE. THE COURSE FOR WHICH THE MATERIALS WERE DESIGNED RELIES HEAVILY UPON ORIGINAL STUDENT PROJECTS WHERE EACH STUDENT DESIGNS AND CARRIES OUT THREE PROJECTS DURING THE SEMESTER. A LIST OF COMPLETED PROJECTS DURING THE TWO SEMESTERS IS GIVEN. THE LECTURES, READING NOTES, DESCRIPTIONS AND PHOTOGRAPHS OF APPARATUS, AND SELECTED COMMENTS FROM STUDENT COURSE EVALUATION ARE INCLUDED IN THE APPENDIXES. ON THE WHOLE, THE PURPOSE FOR WHICH THE MATERIALS WERE DEVELOPED WAS ATTAINED. IT WAS FELT THAT A SIGNIFICANT STEP HAD BEEN MADE IN THE DIRECTION OF EFFECTIVE TEACHING AND THE STUDENTS APPEARED MORE INTERESTED THAN PREVIOUSLY. (GC)

ED 010 024 56

EFFECTIVENESS OF A PROGRAMED TEXT IN TEACHING GYNECOLOGIC ONCOLOGY TO JUNIOR MEDICAL STUDENTS, A SOURCE BOOK ON THE DEVELOPMENT OF PROGRAMED MATERIALS FOR USE IN A CLINICAL DISCIPLINE.

BY- WILDS, PRESTON L. ZACHERT, VIRGINIA

MEDICAL COLL. OF GEORGIA, AUGUSTA

REPORT NUMBER NDEA-VIIA-1085 PUB DATE JAN 66

GRANT OEG-7-20-0260-219

EDRS PRICE MF-$0.54 HC-$15.48

387P.

DESCRIPTORS- *CONTROL GROUP, *EXPERIMENTAL PROGRAMS, *LINEAR PROGRAMING, *MEDICAL SCHOOL, *PROGRAMED INSTRUCTION, AUGUSTA, COLLEGE STUDENTS, CONVENTIONAL INSTRUCTION, GEORGIA, MEDICAL COLLEGE ADMISSION TESTS (MCAT), MEDICAL COLLEGE OF GEORGIA, TEACHING METHODS, TESTING,

THIS REPORT DESCRIBES A STUDY TO DETERMINE WHETHER PROGRAMED INSTRUCTION COULD BE USED TO IMPROVE THE TEACHING OF THE MANAGEMENT OF PATIENTS WITH GYNECOLOGIC NEOPLASMS TO JUNIOR MEDICAL STUDENTS. TWO PROGRAMED TEXTS WERE PREPARED--(1) A "CONTENT" TEXT, AN 830-FRAME LINEARLY PROGRAMED TEXT DESIGNED TO REPLACE CONVENTIONAL CLASSROOM TEACHING OF GYNECOLOGIC ONCOLOGY, AND (2) AN "APPLICATION" TEXT, A 713-FRAME BRANCHING TEXT CONSISTING OF 35 CASE PRESENTATIONS OF PATIENTS WITH REPRESENTATIVE PELVIC TUMORS AND RELATED CONDITIONS. THE PROGRAMING SYTLE USED COMPLEX BRANCHES AND LOOPS, CODED INFORMATION-GATHERING FRAMES, AND REMEDIAL REFERRALS TO "CONTENT" TEXT IN AN ATTEMPT TO SIMULATE ON PAPER THE CRITICAL DECISION-MAKING PROCESSES INVOLVED IN "WORKING UP" AND CARING FOR REAL PATIENTS. AT THE MEDICAL COLLEGE IN 1963-64, AND AT FIVE OTHER MEDICAL SCHOOLS IN 1964-65, EXPERIMENTAL STUDENTS RECEIVED THE "CONTENT" PROGRAMED TEXT AS A SUBSTITUTE FOR THE CONVENTIONAL CLASSROOM INSTRUCTION GIVEN TO THE CONTROL GROUPS. AT THE MEDICAL COLLEGE IN 1964-65, CONTROL STUDENTS RECEIVED THE "CONTENT" TEXT AND EXPERIMENTAL STUDENTS RECEIVED BOTH TEXTS. NO LECTURES WERE GIVEN. THE SUPERIOR PERFORMANCE OF EXPERIMENTAL STUDENTS WAS ACHIEVED WITHOUT AN INCREASE IN THEIR STUDY TIME OVER THAT OF CONTROL GROUPS, AND WITH A SAVING OF FACULTY TIME EQUIVALENT TO THE TIME SPENT IN THE PREPARATION AND PRESENTATION OF THE COURSE'S CONVENTIONAL INSTRUCTION. THE REACTION OF NEARLY ALL STUDENTS TOWARD BOTH TEXTS WAS POSITIVE. THE STUDY PRODUCED THREE PROGRAMED TEXTS, BUT ADEQUATE FIELD TESTING OF THESE TEXTS NEEDS FURTHER DEVELOPMENT AND VALIDATION OF APPROPRIATE CRITERION MEASURES. (JL)

ED 010 025 56

THE REPRESENTATIONAL ROLE OF DEMONSTRATIONS IN TEACHING CONCEPTS AND PRINCIPLES IN SCIENCE, STUDIES IN TELEVISED INSTRUCTION, AND DIMENSIONS OF VISUAL REPRESENTATION.

BY- GROPPER, GEORGE L. AND OTHERS

METROPOLITAN PITTSBURGH EDUCATIONAL TV STATION

REPORT NUMBER NDEA-VIIA-1072

AMERICAN INSTITUTES FOR RES.IN BEHAVIORAL SCIENCES

GRANT OEG-7-48-7690-211

EDRS PRICE MF-$0.27 HC-$6.60

165P.

DESCRIPTORS- *CONCEPT TEACHING, *DEMONSTRATION PROGRAMS, *INSTRUCTIONAL IMPROVEMENT, *SCIENCE INSTRUCTION, *TELEVISED INSTRUCTION, PENNSYLVANIA, PERCEPTION, PITTSBURGH, TEACHING TECHNIQUES,

TWO STUDIES CONCERNED WITH THE REPRESENTATIONAL ROLE OF DEMONSTRATIONS IN TEACHING CONCEPTS AND PRINCIPLES OF SCIENCE ARE REPORTED. THE TWO STUDIES WERE PERFORMED WITH DIMENSIONS OF VISUAL TV PRESENTATIONS VARIED IN THE CONTEXT OF PROGRAMED LESSONS. STUDY ONE COMPARES THE EFFECTIVENESS OF REALISTIC (LIVE) WITH NONREALISTIC (ANIMATED) DEMONSTRATIONS UNDER INTUITIVE AND NONINTUITIVE CONDITIONS. TIME-TO-COMPLETE SELF-PLACED VERBAL PROGRAMS, ERRORS ON PROGRAMS AND ACHIEVEMENT TESTS, AND INTEREST AND CREDIBILITY MEASURES YIELDED COMPARATIVE DATA. THE DATA SUGGEST THAT NONINTUITIVE OUTCOMES MAY HAVE LESS CAPACITY FOR CONFIRMING STUDENT PREDICTIONS OF EXPERIMENTAL OUTCOMES THAN INTUITIVE OUTCOMES. DIFFERENCES BETWEEN INTUITIVE AND NONINTUITIVE DEMONSTRATIONS WERE SIGNIFICANTLY AFFECTED BY THE MODE OF PRESENTATION. RESULTS SUGGEST REALISTIC AND UNREALISTIC PRESENTATIONS MAY HAVE THE CAPACITY TO REINFORCE ATTENDING BEHAVIORS. THE CAPACITY APPEARS TO DEPEND ON THE DEGREE OF INTUITIVENESS OF THE PHENOMENA DEMONSTRATED. STUDY TWO COMPARED THE EFFECTS OF DIRECT AND INDIRECT EXAMPLES. THE STUDY WAS CONCERNED WITH THREE PROPERTIES OF THE EXAMPLES--CONVERGENCE OR DIVERGENCE OF STRUCTURAL AND FUNCTIONAL CHARACTERISTICS, THE DEGREE OF INTERNAL SIMILARITY AMONG EXAMPLES WITHIN A SERIES OF EXAMPLES ILLUSTRATING A CONCEPT, AND THE AVAILABILITY OF MEDIATING VERBAL RESPONSES. FEW STATISTICALLY SIGNIFICANT DIFFERENCES WERE OBTAINED. (WN)

ED 010 026 24

AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.

BY- LONGABAUGH, RICHARD

CORNELL UNIV. ITHACA, N. Y.

REPORT NUMBER CRP-S-106 PUB DATE 19 MAY 66

EDRS PRICE MF-$0.18 HC-$4.76

119P.

DESCRIPTORS- *BEHAVIOR, *CULTURAL DIFFERENCES, *INTERPERSONAL RELATIONSHIP, *SOCIAL RELATIONS, *SOCIOCULTURAL PATTERNS, CHILDHOOD ATTITUDES, CULTURE, ITHACA, NEW YORK, SOCIAL ATTITUDES,

SYSTEMATICALLY OBSERVED, RECORDED, AND CODED INTERPERSONAL BEHAVIORS OF CHILDREN, AGES 3 TO 11, WERE EXAMINED FOR THE EXISTENCE OF CROSS-CULTURALLY CONSISTENT RELATIONS BETWEEN THEIR BEHAVIORS. THE STUDY SAMPLE CONSISTED OF OVER 130 CHILDREN FROM DIVERSE CULTURES, AND WAS SELECTED

FROM COMMUNITIES IN NEW ENGLAND, MEXICO, AFRICA, INDIA, OKINAWA, AND THE PHILIPPINES. TWELVE CATEGORIES OF ACTION, COLLECTED FROM BEHAVIORS OF THE CHILDREN AS THEY WERE OBSERVED IN NATURAL SETTINGS, WERE THE PRIMARY FOCUSES OF THE ANALYSIS. IT WAS SUGGESTED THAT THREE FACTORS SEEM TO PRODUCE THE AMOUNT AND KIND OF INTERPERSONAL BEHAVIOR OF A CHILD--(1) HIS ABILITY TO MEDIATE OUTCOMES FOR OTHERS, (2) HIS PREDISPOSITION TOWARD OTHERS, AND (3) THE CONSEQUENCES FOR SOCIAL EXCHANGE WHICH ARISE OUT OF THE INTERACTION OF THESE TWO PRINCIPAL FACTORS. THIS STRUCTURE WAS APPARENTLY COMPATIBLE WITH THEORY AND RESEARCH IN AT LEAST THREE SEPARATE AREAS OF RESEARCH--(1) CLINICAL PSYCHOLOGY, (2) SMALL GROUP RESEARCH, AND (3) MOTHER-CHILD INTERACTION. CORRELATION MATRICES FOR BEHAVIOR RATES BY SPECIFIC CULTURES WERE PROVIDED FOR EACH OF THE 12 CATEGORIES OF ACTION IN THE REPORT. (JH)

ED 010 027 24

PRODUCTIVE THINKING IN RETARDED AND NONRETARDED CHILDREN.
BY- CAWLEY, JOHN F. CHASE, DONNA V.
UNIVERSITY OF CONNECTICUT, SCHOOL OF EDUCATION
REPORT NUMBER CRP-S-053 PUB DATE 66
REPORT NUMBER BR-5-8106
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *CLASSROOM RESEARCH, *OBSERVATION (RESEARCH), *PRODUCTIVE THINKING, *RECORDINGS (PHONO-TAPE), *VERBAL TESTS, COGNITIVE DEVELOPMENT, COMPARATIVE ANALYSIS, CONNECTICUT, HANDICAPPED CHILDREN, LEARNING PROCESSES, MENTAL RETARDATION, SPECIAL CLASSES, STORRS, THOUGHT PROCESSES, VERBAL LEARNING,

THIS COMPARATIVE ANALYSIS OF PRODUCTIVE THINKING IN RETARDED AND NONRETARDED CHILDREN USED DATA FROM A SAMPLE OF 70 PUBLIC SCHOOL CHILDREN DIVIDED INTO THREE GROUPS--(1) MENTALLY RETARDED CHILDREN IN SPECIAL CLASSES, (2) RETARDED CHILDREN IN REGULAR CLASSES, AND (3) NONRETARDED CHILDREN IN REGULAR CLASSES. THE GROUPS WERE SELECTED SO THAT THERE WAS NO SIGNIFICANT DIFFERENCE WITHIN THE GROUP BETWEEN THEIR MENTAL AGES AS MEASURED BY THE CALIFORNIA TEST OF MENTAL MATURITY. FIRST A BATTERY OF PRODUCTIVE THINKING TESTS WAS ADMINISTERED TO EACH SUBJECT CONSISTING OF--(1) VERBAL STIMULI REQUIRING VERBAL RESPONSES, (2) NONVERBAL STIMULI REQUIRING VERBAL RESPONSES, AND (3) NONVERBAL STIMULI REQUIRING NONVERBAL RESPONSES. THE SECOND PART OF THE STUDY WAS AN ANALYSIS OF THE THOUGHT PROCESSES CONTAINED IN VERBAL INTERACTION IN THE CLASSROOM. DATA WERE GATHERED VIA RECORDINGS IN CLASSROOMS DURING ARITHMETIC, SCIENCE, AND SOCIAL STUDIES LESSONS. THOUGHT PROCESSES WERE THEN CLASSIFIED INTO SUCH CATEGORIES AS ROUTINE, COGNITIVE-MEMORY, CONVERGENT THINKING, EVALUATIVE THINKING, AND DIVERGENT THINKING. THE RESULTS WERE THAT COGNITIVE MEMORY ACCOUNTS FOR APPROXIMATELY ONE-HALF OF THOUGHT PROCESSES CONTAINED IN VERBAL INTERACTION. IRRESPECTIVE OF THE PRESENCE OF MENTAL RETARDATION, WHEN COMBINED WITH ROUTINE, NEARLY 80 PERCENT OF THE THOUGHT PROCESSES IN CLASSROOM VERBAL INTERACTION WERE ACCOUNTED FOR. OCCURRENCE OF EVALUATIVE THINKING AND DIVERGENT THINKING WAS INFREQUENT IN THE OBSERVED DATA. (GC)

ED 010 028 24

DETERMINANTS OF EDUCATIONAL EXPENDITURES IN LARGE CITIES OF THE UNITED STATES.
BY- JAMES, H. THOMAS AND OTHERS
STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
REPORT NUMBER CRP-2389 PUB DATE 66
EDRS PRICE MF-$0.36 HC-$8.36
209P. EXTENSION OF CRP-803 AND CRP-1241

DESCRIPTORS- *BUDGETING, *EDUCATIONAL FINANCE, *EXPENDITURES, *TAX ALLOCATION, *URBAN AREAS, BOARD OF EDUCATION ROLE, CALIFORNIA, DECISION-MAKING SKILLS, LOW-INCOME GROUPS, POPULATION GROWTH, STANFORD,

THIS REPORT IS A STUDY OF THE PROCESSES BY WHICH MONEY IS ALLOCATED TO THE SUPPORT OF EDUCATIONAL SERVICES IN THE PUBLIC SCHOOLS IN LARGE CITIES OF THE UNITED STATES. IMPLICIT IN THE RATIONALE ARE THE ASSUMPTIONS THAT RESOURCES AVAILABLE FOR THE SUPPORT OF PUBLIC EDUCATION ARE RARELY SUFFICIENT TO SATISFY ALL THE DEMANDS MADE UPON THEM, AND THAT DETERMINATIONS ABOUT THE LEVEL OF PUBLIC SCHOOL FINANCIAL SUPPORT ARE ALMOST ALWAYS MADE IN COMPETITIVE SITUATIONS. THE RATIONALE POSTULATES THREE MAJOR DETERMINANTS OF EDUCATIONAL EXPENDITURES IN THE PUBLIC SPHERE--(1) A SET OF SHARED EXPECTATIONS FOR EDUCATIONAL SERVICES, (2) THE AVAILABILITY OF WEALTH FROM WHICH FUNDS FOR SCHOOLS CAN BE ALLOCATED, AND (3) A POLITICAL SYSTEM THAT ALLOWS THE EXPRESSION OF DEMANDS AND ACCESS TO THE ABILITY. THE SAMPLE FOR THE STUDY COMPRISED 107 OF THE 119 LARGEST SCHOOL DISTRICTS IN THE U.S. IN 1960. THE DISTRIBUTION IN ADA RANGED FROM APPROXIMATELY 20,000 TO 1,000,000 STUDENTS. THE 107 DISTRICTS WERE LOCATED IN 36 STATES. THE LARGEST NUMBER OF DISTRICTS IN ANY ONE STATE WAS 11. IN CALIFORNIA (HEMMED IN BY A GROWING BODY OF STATE REGULATIONS, STATE-MANDATED SERVICES, LEVY LIMITATIONS, SALARY SCHEDULES, AND OTHER STAFF BENEFITS), THE TYPICAL BOARD OF EDUCATION MAY BECOME PARTIALLY IMMOBILIZED, AND THUS ATTEMPT ONLY RELATIVELY MINOR ADJUSTMENTS IN THE SCHOOL BUDGET. THE PROGNOSIS WILL REMAIN PESSIMISTIC UNTIL SOCIAL POLICY FOR EDUCATION IN CITIES IS DETERMINED ON GROUNDS OTHER THAN THE AVAILABILITY OF RESOURCES UNDER TAX STRUCTURE DESIGNED DECADES AGO. (JL)

ED 010 029 24

THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS PERTAINING TO RACE AND CULTURE IN AMERICAN LIFE.
BY- GIBSON, JOHN S. KVARACEUS, WILLIAM C.
TUFTS UNIV., LINCOLN FILENE CENTER
REPORT NUMBER CRP-H-199 PUB DATE 66
EDRS PRICE MF-$0.36 HC-$8.88
222P.

DESCRIPTORS- *AMERICAN CULTURE, *CURRICULUM DEVELOPMENT, *HUMAN RELATIONS, *INSTRUCTIONAL MATERIALS, *INTERGROUP RELATIONS, *RACE, BEHAVIOR, CULTURAL DIFFERENCES, ELEMENTARY EDUCATION, ETHNIC GROUPS, INDIVIDUAL DIFFERENCES, MASSACHUSETTS, MATERIAL DEVELOPMENT, MEDFORD, NEGRO ROLE, RELIGIOUS-CULTURAL GROUPS,

THIS CURRICULUM DEVELOPMENT PROJECT WAS CONDUCTED TO ADJUST ELEMENTARY INSTRUCTIONAL PROGRAMS TO INCLUDE INFORMATION AND CONCEPTS ABOUT RACIAL-CULTURAL DIVERSITY IN AMERICA, INCLUDING THE LIFE ON THE AMERICAN NEGRO. ITS PRINCIPAL EMPHASIS WAS ON LAYING THE GROUNDWORK FOR PREPARING INSTRUCTIONAL MATERIALS IN THIS AREA OF HUMAN RELATIONS. SPECIALISTS FROM BOTH THE SOCIAL SCIENCE AND EDUCATIONAL

FIELDS WERE CALLED INTO THE STUDY TO REVIEW PATTERNS OF INSTRUCTION AND PROMISING CURRICULUM DESIGNS IN SOCIAL STUDIES AND THE HUMANITIES. PRELIMINARY THOUGHTS ON POTENTIAL NEW MEDIA FOR PRESENTING PROGRAMS IN RACE-CULTURE DIVERSITY WERE PROPOSED. "WORKING PARTIES" OF 6 TEACHERS WERE THEN ESTABLISHED TO TEST THE MOST PROMISING INSTRUCTIONAL ITEMS BY ACTUAL CLASSROOM TRYOUTS AND EXPERIMENTATION WITH APPROXIMATELY 330 CHILDREN IN THE K-6 LEVEL. DIAGNOSIS OF ATTITUDES FOR THE INDIVIDUAL CHILD, UNDERTAKEN BY THE TEACHERS IN THE "WORKING PARTIES," CONFIRMED THAT CHILDREN FORM ATTITUDES TOWARD RACIAL DIFFERENCES WHETHER OR NOT THEIR CURRICULUM IN SCHOOL DEALS WITH THE SUBJECT. THUS, ATTITUDE DIAGNOSIS WAS BELIEVED TO BE A FUNDAMENTAL PREREQUISITE TO THE DEVELOPMENT OF SEQUENCES OF INSTRUCTION DEALING WITH RACIAL AND CULTURAL DIVERSITY. DIFFERENCES IN THE TEACHING APPROACHES AMONG RACIAL AND CULTURAL GROUPS WERE ALSO SUGGESTED SINCE THE HISTORY AND CURRENT SITUATIONS AMONG THESE GROUPS OFTEN DIFFER WIDELY. (GC)

ED 010 030 24

EVALUATION OF LEVELS-DESIGNED VISUAL-AUDITORY AND RELATED WRITING METHODS OF READING INSTRUCTION IN GRADE ONE.
BY- MANNING, JOHN C.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
REPORT NUMBER CRP-2650 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$5.96
149P.

DESCRIPTORS- *FIRST GRADE, *READING ACHIEVEMENT, *READING DEVELOPMENT, *READING INSTRUCTION, *READING TESTS, *SPECIAL CLASSES, CALIFORNIA, CLOVIS, COMPARATIVE ANALYSIS, MINN, MINNEAPOLIS, READING ABILITY, READING PROGRAMS, READING SKILLS, SANGER,

THIS RESEARCH STUDY EVALUATED THE EFFECTIVENESS OF THREE METHODS OF FIRST-GRADE READING INSTRUCTION EMPLOYING SIMILAR BASAL READER STORY CONTENT. THE THREE METHODS WERE--(A) THE INSTRUCTIONAL PROCEDURES OUTLINED IN THE TEACHERS MANUAL ACCOMPANYING THE GINN BASIC READING SERIES, (B) A LEVELS-DESIGNED PROGRAM STRESSING EARLY INTENSIVE LETTER READINESS ACTIVITIES FOLLOWED BY EXPERIMENTAL PROCEDURES FOR TEACHING WORD RECOGNITION, PHASE READING, ORAL AND SILENT READING SKILLS, AND (C) READING PROCEDURES SIMILAR TO THOSE SPECIFIED IN METHOD B IMPLEMENTED AND SUPPLEMENTED BY A 10-LEVEL WRITING PROGRAM USING BASAL READER VOCABULARY. BOTH METHODS B AND C USED THE GINN READING SERIES FOR VOCABULARY AND STORY CONTENT ONLY. CERTAIN GENERAL PROVISIONS FOR DIFFERENTIATING AND INDIVIDUALIZING READING SKILLS INSTRUCTION WERE FOLLOWED BY TEACHERS OF GROUPS B AND C. THESE COVERED IDENTIFYING DIFFERENCES IN ABILITY LEVEL, INDIVIDUAL RATES OF LEARNING, REMEDIAL SKILLS, ENCOURAGING INITIATIVE-THINKING ABILITY, AND IMPROVING QUANTITY AND QUALITY OF PUPIL PARTICIPATION READING ACTIVITIES. THIRTY-SIX TEACHERS AND 938 FIRST-GRADE PUPILS FROM SANGER AND CLOVIS, CALIFORNIA, PUBLIC SCHOOLS WERE THE TOTAL SAMPLE. SANGER PUPILS USED METHOD A AND CLOVIS PUPILS USED METHODS B AND C. FOLLOWING THE 140-DAY EXPERIMENTAL PERIOD, THE READING ABILITIES OF ALL THE CHILDREN WERE MEASURED AND THE RESULTS STATISTICALLY ANALYZED. THE SUPERIORITY OF A HIGHLY DIFFERENTIATED PROGRAM OF READING INSTRUCTION OVER A DEVELOPMENTALLY ORIENTED BASAL READER PROGRAM IS CLEARLY APPARENT BY STATISTICALLY SIGNIFICANT DIFFERENCES, FAVORING GROUPS B AND C ON ALL CRITERION MEASUREMENTS. (GC)

ED 010 031 24

EFFECT OF FIRST-GRADE INSTRUCTION USING BASAL READERS, MODIFIED LINGUISTIC MATERIALS, AND LINGUISTIC READERS.
BY- SHELDON, WILLIAM D. LASHINGER, DONALD R.
SYRACUSE UNIV., NEW YORK
REPORT NUMBER CRP-2683 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.92 98P.

DESCRIPTORS- *BASAL, *BEGINNING READING, *COMPARATIVE ANALYSIS, *LINGUISTICS, *READING INSTRUCTION, FIRST GRADE, INTELLIGENCE DIFFERENCES, NEW YORK, PHONICS, READING ACHIEVEMENT, READING MATERIALS, READING READINESS, SEQUENTIAL READING PROGRAMS, SEX DIFFERENCES, SYRACUSE,

THIS STUDY EVALUATED THE EFFECTS OF A BASAL READER PROGRAM, A MODIFIED LINGUISTIC APPROACH, AND A LINGUISTIC READER PROGRAM AS MEASURED BY THE READING ACHIEVEMENT OF 469 CHILDREN IN 21 CLASSES AT THE END OF FIRST GRADE. ACHIEVEMENT COMPARIONS WERE ALSO MADE ON THE BASES OF (1) SEX, (2) INTELLIGENCE, AND (3) RELATIONSHIPS BETWEEN READING READINESS TEST SCORES AT THE BEGINNING OF GRADE ONE AND SUBSEQUENT ACHIEVEMENT AT THE END OF THE SCHOOL YEAR. ANALYSIS OF THE PRE- AND POST-TEST SCORES AND INFORMATION GAINED DURING THE ACTUAL INSTRUCTIONAL SESSIONS INDICATED THAT NO ONE OF THE THREE APPROACHES WAS MORE EFFECTIVE IN TEACHING BEGINNING READING. EXAMINATION OF THE VARIOUS ACHIEVEMENT MEASURES FROM ALL THREE TREATMENT GROUPS INDICATED THAT MOST OF THE CHILDREN LEARNED TO READ AT ACCEPTABLE LEVELS. (JH)

ED 010 032 24

A COMPARATIVE STUDY OF TWO FIRST-GRADE LANGUAGE ARTS PROGRAMS.
BY- KENDRICK, WILLIAM M.
SAN DIEGO COUNTY DEPT. OF EDUCATION, CALIF.
REPORT NUMBER CRP-2576 PUB DATE 66
STATE DEPT. OF EDUCATION, SACRAMENTO, CALIF.
EDRS PRICE MF-$0.18 HC-$3.04 78P.

DESCRIPTORS- *FIRST GRADE, *LISTENING HABITS, *SPEECH HABITS, *WORD RECOGNITION, CALIFORNIA, DETROIT WORD RECOGNITION TEST, EDUCATIONAL EXPERIENCES, GILMORE ORAL READING TEST, INSERVICE TEACHER EDUCATION, PINTNER-CUNNINGHAM PRIMARY INTELLIGENCE, READING INSTRUCTION, SAN DIEGO COUNTY, STUDENT ATTITUDES, TRADITIONAL SCHOOLS, WRITING EXERCISES,

THIS STUDY WAS CONDUCTED TO DETERMINE THE RELATIVE EFFECTIVENESS OF THE EXPERIENCE APPROACH TO THE TEACHING OF THE LANGUAGE ARTS AS COMPARED WITH THE TRADITIONAL METHOD. TO ACCOMPLISH THIS, FOUR AREAS OF LANGUAGE ARTS WERE SEPARATELY MEASURED--READING, WRITING, LISTENING, AND SPEAKING. IN ADDITION, AN INDEX OF DEVELOPMENT IN READING INTEREST WAS TAKEN AND PUPIL ATTITUDE TOWARD READING DETERMINED. THE EXPERIENCE APPROACH USED THE LANGUAGE AND THINKING OF INDIVIDUAL CHILDREN AS THE BASIS FOR SKILL DEVELOPMENT. WITH REPEATED OPPORTUNITIES FOR SHARING IDEAS, ILLUSTRATING STORIES, AND WRITING STORIES WITH TEACHER HELP, CHILDREN BEGAN TO DEVELOP WRITING VOCABULARIES AND WERE ABLE TO WRITE THEIR OWN STORIES INDEPENDENTLY. THE TRADITIONAL METHOD APPEARED MORE EFFECTIVE FOR DEVELOPING THE SKILL OF DERIVING MEANING FROM THE WRITTEN PARAGRAPH FOR MALES OF ALL

SOCIO-ECONOMIC LEVELS AND MIDDLE CLASS FEMALES, FOR DEVELOPING THE LISTENING ABILITY OF LOWER CLASS FEMALES, AND FOR DEVELOPING SPEAKING COMPETENCE OF BOTH MALES AND FEMALES IN ALL THREE SOCIO-ECONOMIC LEVELS. THE EXPERIENCE APPROACH DID INCREASE INTEREST IN READING IN LOWER CLASS MALES. THIS METHOD ALSO FAVORABLY AFFECTED MALES AND FEMALES IN WRITING AS THESE SUBGROUPS EXCELLED IN THE TOTAL NUMBER OF WORDS WRITTEN. (JL)

ED 010 033 24

EDUCATIONAL INFORMATION PROJECT.
BY- LINDQUIST, E.F. AND OTHERS
UNIVERSITY OF IOWA, IOWA CITY
REPORT NUMBER CRP-E-031 PUB DATE 66
EDRS PRICE MF-$0.45 HC-$12.04
301P.

DESCRIPTORS- *COURSE OBJECTIVES, *EDUCATIONAL RESOURCES, *INFORMATION DISSEMINATION, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, CARDPAC INFORMATION SYSTEM, COMPUTER PROGRAMS, DATA PROCESSING, IOWA, IOWA CITY, PUBLIC SCHOOLS, SECONDARY SCHOOLS, STUDENT PLACEMENT,

TO AID DATA COLLECTION ANALYSIS, STORAGE, AND DISSEMINATION, INSTRUMENTS AND PROCEDURES WERE DEVELOPED FOR COLLECTING INFORMATION ON ALL ASPECTS OF THE EDUCATIONAL PROGRAM FOR A LARGE POPULATION OF SCHOOLS, INCLUDING INFORMATION ON INDIVIDUAL PUPILS, SCHOOL PERSONNEL, SCHOOLS, AND SCHOOL DISTRICTS. COMPUTER PROGRAMS AND DATA-PROCESSING TECHNIQUES AND SYSTEMS FOR TRANSCRIBING, INTEGRATING, AND STORING THIS INFORMATION HAD TO BE DEVELOPED, ALONG WITH A SYSTEM TO SORT AND DISSEMINATE THE NEEDED INFORMATION TO SCHOOLS AND OTHER AGENCIES UPON REQUEST. THE BEGINNING PHASE OF THE PROJECT INVOLVED DETERMINING WHAT INFORMATION ABOUT INDIVIDUAL PUPILS, PROFESSIONAL SCHOOL PERSONNEL, AND SCHOOL DISTRICTS WAS TO BE COLLECTED AND THE DEVELOPMENT OF DATA COLLECTION INSTRUMENTS. THIS INCLUDED REVIEWING THE RELATED RESEARCH AND COLLECTING AVAILABLE MATERIALS FOR GATHERING SUCH DATA. PILOT TESTS WERE MADE OF THE STENCIL CARD METHOD OF PREPARING INPUT. THE TESTS WERE SUCCESSFUL IN GRADES 3 THROUGH 12. PRIMARY CHILDREN EXHIBITED DIFFICULTY IN KEEPING THE CARDS ALIGNED FOR STENCILING. A THOROUGH ANALYSIS OF THE ELEMENTS OF THE INFORMATION SYSTEM INDICATED THAT THE SUCCESS OF THE SYSTEM WOULD REST LARGELY IN THE HANDS OF INDIVIDUAL SCHOOL PRINCIPALS AND THAT EACH OF THEM MUST THOROUGHLY UNDERSTAND ITS BASIC PRINCIPLES AND PROCEDURES IF IT IS TO SUCCEED. (JL)

ED 010 034 24

A LINGUISTIC APPROACH TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE TO KINDERGARTEN PUPILS WHOSE PRIMARY LANGUAGE IS SPANISH.
BY- BRENGLEMAN, FREDERICK H. MANNING, JOHN C.
FRESNO STATE COLL., CALIF.
REPORT NUMBER CRP-2821 PUB DATE 66
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
EDRS PRICE MF-$0.36 HC-$9.84
248P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *KINDERGARTEN CHILDREN, *MEXICAN-AMERICANS, *PHONOLOGY, *TEACHING TECHNIQUES, CALIFORNIA, FRESNO COUNTY, LINGUISTICS, MINNEAPOLIS, MINNESOTA, ORAL ENGLISH, SPANISH, TEACHING GUIDES,

THIS STUDY WAS DESIGNED TO DETERMINE WHETHER A LINGUISTICALLY ORIENTED PROGRAM OF ENGLISH LESSONS DESIGNED FOR KINDERGARTEN CHILDREN WITH SPANISH-SPEAKING BACKGROUNDS COULD SIGNIFICANTLY ACCELERATE PUPIL CONTROL OF ENGLISH. THE STUDY OBJECTIVES INCLUDED--(1) IDENTIFICATION AND DEVELOPMENT OF ADEQUATE TESTS MEASURING SUBJECT'S COMMAND OF ENGLISH SOUNDS, GRAMMAR, AND VOCABULARY, (2) DEVELOPMENT OF SUITABLE EDUCATIONAL MATERIALS TO PROVIDE INTENSIVE ENGLISH LANGUAGE DRILL, AND (3) PROVISION OF SPECIAL TRAINING FOR KINDERGARTEN TEACHERS USING THE DESIGNED MATERIALS AND PROCEDURES. MEASUREMENTS WERE MADE ON THREE POPULATION GROUPINGS BASED ON PRIOR EXPERIENCE WITH THE PROCEDURES AND MATERIALS EMPLOYED. THE CONCLUSIONS DRAWN WERE--(A) THE PHONOLOGY, SYNTAX, AND VOCABULARY OF ENGLISH CAN BE LEARNED BY SPANISH LANGUAGE-ORIENTED KINDERGARTEN PUPILS THROUGH FORMAL CLASSROOM PROCEDURES, AND THE DIFFICULTIES ARE IN THE AREA OF CLASSROOM INSTRUCTIONAL PRACTICES RATHER THAN LINGUISTIC THEORETICAL DESIGN, (B) THE MOST SIGNIFICANT IMPROVEMENTS IN PHONOLOGY AND SYNTAX ARE MADE BY PUPILS OF MINIMAL ENGLISH FACILITY, (C) BOYS RESPOND MORE SIGNIFICANTLY TO PHONOLOGICAL INSTRUCTIONS THAN GIRLS, (D) BASED ON THE RESULTS OF THE PHONEMIC PRODUCTION SURVEY, A MAJOR OBSTACLE IN DESIGNING MORE EFFICIENT ENGLISH LANGUAGE PROGRAM IS THE WIDE RANGE OF PHONEME PRODUCTION ABILITIES OF BEGINNING KINDERGARTEN SPANISH-SPEAKING PUPILS. (GC)

ED 010 035 24

CHILDREN'S USE OF KNOWLEDGE OF RESULTS IN THINKING.
BY- STERN, CAROLYN
UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS
REPORT NUMBER CRP-2477 PUB DATE 66
EDRS PRICE MF-$0.36 HC-$8.20
205P.

DESCRIPTORS- *CHILD DEVELOPMENT, *INFORMATION PROCESSING, *LOGICAL THINKING, *PROBLEM SOLVING, *PROGRAMED INSTRUCTION, ABILITY, CALIFORNIA, CREATIVE THINKING, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, LEARNING EXPERIENCES, LOS ANGELES, THOUGHT PROCESSES,

A SERIES OF EXPERIMENTS WAS DESIGNED TO STUDY THE VALUE OF TEACHING CHILDREN SUCH A COMPLEX PROBLEM-SOLVING STRATEGY AS TO USE KNOWLEDGE OF RESULTS AFTER A PERFORMANCE TRIAL TO REJECT MORE THAN ONE HYPOTHESIS AT A TIME (MULTIPLE HYPOTHESIS STRATEGY). APPROXIMATELY 150 THIRD-GRADE CHILDREN WERE DIVIDED INTO 3 GROUPS--THOSE TAUGHT THE MULTIPLE HYPOTHESIS STRATEGY, THOSE TAUGHT TO SELECT A HYPOTHESIS AND STICK WITH IT UNTIL PROVEN WRONG (SINGLE HYPOTHESIS STRATEGY), AND THOSE GIVEN NO STRATEGY INSTRUCTION WITH AND WITHOUT OPPORTUNITY FOR PRACTICE. INSTRUCTION AND TESTING WERE CARRIED OUT BY MEANS OF AUTOINSTRUCTIONAL PROGRAMS WITH COMPUTER-GENERATED SEQUENCE. THE EVIDENCE INDICATED THAT INSTRUCTION IN PROBLEM-SOLVING STRATEGIES WAS SUPERIOR TO UNGUIDED DISCOVERY. RELIABLE DIFFERENCES BETWEEN MULTIPLE AND SINGLE HYPOTHESIS STRATEGIES WERE NOT OBTAINED. MULTIPLE HYPOTHESIS STRATEGY INSTRUCTION WAS CONCLUDED TO BE NOT DEPENDABLY INFERIOR TO THE SINGLE HYPOTHESIS STRATEGY. INDIVIDUAL DIFFERENCES IN ABILITY AND AGE, HOWERVER, CORRELATED WELL WITH ALL THE TESTED STRATEGIES. (WM)

ED 010 036 24
A STUDY OF DEPTH OF FIRST-GRADE READING--AN ANALYSIS OF THE INTERACTIONS OF PROFESSED METHODS, TEACHER IMPLEMENTATION, AND CHILD BACKGROUND.
BY- CHALL, JEANNE S. FELDMANN, SHIRLEY C.
CITY UNIV. OF NEW YORK, CITY COLL.
REPORT NUMBER CRP-2728 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$6.96
174P.

DESCRIPTORS- *BEGINNING READING, *EFFECTIVE TEACHING, *READING INSTRUCTION, *TEACHER CHARACTERISTICS, *TEACHING METHODS, BACKGROUND, CLASSROOM TECHNIQUES, FIRST GRADE, NEW YORK, READING ACHIEVEMENT, READING PROGRAMS, TEACHER ATTITUDES, TEACHER EXPERIENCES,

THE PRIMARY INVESTIGATION CONCERNED THE EFFECT OF TEACHER CHARACTERISTICS, STYLE, AND INTERPRETATION OF READING METHOD ON PUPIL READING ACHIEVEMENT SCORES BOTH IN JANUARY AND JUNE IN THE FIRST-GRADE YEAR. AN ANALYSIS OF VARIANCE DESIGN WAS USED. FOURTEEN TEACHERS COMPLETED A QUESTIONNAIRE DESIGNED TO DISTINGUISH TWO BASIC KINDS OF BEGINNING READING INSTRUCTION EMPHASIS--(1) "DECODING" (ORAL READING AND SOUND-SYMBOL) OR (2) "MEANING" (SILENT READING AND INTERPRETATION). EQUAL NUMBERS OF MEANING AND SOUND-SYMBOL EMPHASIS TEACHERS WERE REPRESENTED IN THE SAMPLE, AS WELL AS EXPERIENCED AND INEXPERIENCED TEACHERS WITHIN EACH EMPHASIS. THEIR ACTIVITIES WERE THEN STUDIED IN 12 CLASSES FOR ONE SCHOOL YEAR, FOLLOWING THE READING PROGRAMS EACH HAD USED PREVIOUSLY. PRINCIPAL DATA WERE COLLECTED FROM RATINGS OF TEACHER CHARACTERISTICS AND PRACTICES IN THE CLASSROOM AND FROM BATTERIES OF READINESS AND ACHIEVEMENT TESTS GIVEN TO PUPILS AT THE BEGINNING AND END OF THE SCHOOL YEAR, RESPECTIVELY. THE STUDY SUPPORTED IN A PRELIMINARY WAY (BECAUSE OF THE LIMITED SAMPLE AND AMOUNT OF ANALYSIS) THE OBSERVATION THAT TEACHER CHARACTERISTICS AND THE WAYS IN WHICH TEACHERS IMPLEMENT A GIVEN METHOD DO MAKE A DIFFERENCE IN THE READING ACHIEVEMENT OF THEIR PUPILS. THERE WAS ALSO SOME EVIDENCE THAT A THINKING APPROACH TO LEARNING, A SOUND-SYMBOL EMPHASIS WITHIN A BASAL READER APPROACH, THE USE OF THE APPROPRIATE DIFFICULTY LEVEL OF LESSONS RELATE POSITIVELY TO READING ACHIEVEMENT. (WN)

ED 010 037 24
COMPARISON OF READING APPROACHES IN FIRST-GRADE TEACHING WITH DISADVANTAGED CHILDREN. (THE CRAFT PROJECT)
BY- HARRIS, ALBERT J. SERWER, BLANCHE L.
CITY UNIV. OF NEW YORK RESEARCH FOUNDATION
REPORT NUMBER CRP-2677 PUB DATE 66
CITY UNIV. OF NEW YORK,DIV. OF TEACHER EDUCATION
EDRS PRICE MF-$0.27 HC-$6.04
181P.

DESCRIPTORS- *BEGINNING READING, *DISADVANTAGED YOUTH, *EFFECTIVE TEACHING, *READING INSTRUCTION, *TEACHING METHODS, AUDIOVISUAL AIDS, COMPARATIVE ANALYSIS, FIRST GRADE, LANGUAGE AIDS, NEW YORK, PHONOLOGY, READING PROCESSES, SKILLS, URBAN YOUTH,

THE RELATIVE EFFECTIVENESS OF THE SKILLS-CENTERED APPROACH AND THE LANGUAGE-EXPERIENCE APPROACH TO TEACHING READING TO DISADVANTAGED URBAN CHILDREN IN THE FIRST GRADE WAS EXAMINED, AND METHODS COMPARED. APPROXIMATELY 50 TEACHERS AND 1,150 STUDENTS MADE UP THE PROJECT SAMPLE. TYPES OF DATA GATHERED INCLUDED PRETEST AND POST-TEST SCORES OF THE PUPILS AND INSTRUCTIONAL TIME LOGS, CLASSROOM OBSERVATIONS, AND PREFERRED READING APPROACHES FROM THEIR TEACHERS. PROJECT RESULTS SHOWED THAT THE DISADVANTAGED CHILD CAN LEARN TO READ BY THE SAME METHODS THAT ARE USED WITH MIDDLE AND UPPER-CLASS CHILDREN. AMONG THE FOUR METHODS USED, THE BASAL READER METHOD, EMPLOYED WITH THE SKILLS-CENTERED APPROACH, APPEARED TO BE THE IDEAL APPROACH. THE OTHER METHODS WERE THE BASAL READER METHOD WITH PHONOVISUAL WORD RECOGNITION AND TWO LANGUAGE-EXPERIENCE APPROACHES WITH AND WITHOUT AUDIO VISUAL SUPPLEMENTATION. DIFFERENCES AMONG THE METHODS WERE SUFFICIENTLY SMALL AS TO BE INCONCLUSIVE. CONTINUATION AND REPLICATION STUDIES WERE PLANNED. (JH)

ED 010 038 24
EDUCATIONAL RESTRICTIONS TO AGRICULTURAL SUCCESS AND THE RELATIONSHIP OF EDUCATION TO INCOME AMONG FARMERS.
BY- PERSONS, EDGAR A. SWANSON, GORDON I.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
REPORT NUMBER CRP-2604 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$6.12
153P.

DESCRIPTORS- *AGRICULTURAL RESEARCH PROJECTS, *AGRICULTURE, *ECONOMIC FACTORS, *EDUCATIONAL PLANNING, *EDUCATIONAL STATUS COMPARISON, AGRICULTURAL TRENDS, ECONOMIC CLIMATE, INSTITUTION ON FARM TRAINING (I.O.F.T.), MINNEAPOLIS, MINNESOTA, QUESTIONNARIES, SURVEYS,

THE MAIN PURPOSE OF THIS PROJECT WAS TO STUDY THE RELATIONSHIPS OF EDUCATIONAL, ECONOMIC, AND BIOGRAPHICAL VARIABLES TO FARM SUCCESS. UNDERSTANDING THESE RELATIONSHIPS WAS PREREQUISITE TO DEVISING A MEANS OF PREDICTING SUCCESS FOR A YOUNG MAN CONTEMPLATING PRODUCTION AGRICULTURE AS AN OCCUPATION. SPECIAL ATTENTION WAS FOCUSED ON THE ROLE OF THE EDUCATIONAL COMPONENT IN THAT PREDICTION. IN ADDITION, A DETERMINATION WAS MADE OF THE RELATIONSHIP OF FARM FINANCIAL SUCCESS TO THE ACHIEVEMENT AND APTITUDE OF FARM CHILDREN IN SCHOOL. THE SAMPLE CONSISTED OF ALL VETERANS WHO WERE CURRENTLY FARMING AND WHO HAD BEEN TRAINED AT 40 SCHOOLS THAT STILL RETAINED THEIR RECORDS OF THE I.O.F.T. PROGRAM. THE EDUCATIONAL INPUT WAS ASSESSED FROM THE VETERANS' TRAINING RECORD, FILES OF THE ARMED SERVICES, QUESTIONNAIRES, AND INTERVIEWS. GROSS INCOME, NET INCOME, AND YEARLY GAIN OF NET WORTH INFORMATION WERE OBTAINED FROM QUESTIONNAIRES. INDEPENDENT VARIABLES WERE AGE, TENURE STATUS, BEGINNING CAPITAL, SIZE OF BUSINESS, NUMBER OF CHILDREN, HIGHEST GRADE COMPLETED, GCT AND MAT SCORES AND MONTHS OF INSTRUCTION AT THE I.O.F.T. THE DATA WERE MEASURED AND THE RESULTS WERE--(1) INCOME DATA WERE LIMITED AND CONSIDERED INSUFFICIENT TO USE AS A FARM SUCCESS MEASURE, (2) RECENT ADULT EDUCATION WAS SIGNIFICANT IN GROSS INCOME AND YEARLY GAIN, AND (3) NO SIGNIFICANT RELATIONSHIP EXISTS BETWEEN INCOME AND THE APTITUDE OF FARM CHILDREN. (GC)

ED 010 039
ORGANIZATION OF MATHEMATICS IN GRADES 4, 5, AND 6.
BY- BLAKE, KATHRYN A. AND OTHERS
UNIVERSITY OF GEORGIA, COLL. OF EDUCATION, ATHENS
REPORT NUMBER CRP-2531 PUB DATE 66

CLARKE COUNTY SCHOOL DISTRICT, ATHENS, GA.
EDRS PRICE MF-$0.27 HC-$6.64
166P.

DESCRIPTORS- *COURSE ORGANIZATION, *HORIZONTAL ORGANIZATION, *MATHEMATICS INSTRUCTION, *SEQUENTIAL APPROACH, *VERTICAL ORGANIZATION, ATHENS, CLARKE COUNTY, ELEMENTARY GRADES, GEORGIA, MATHEMATICS CURRICULUM,

VERTICAL AND HORIZONTAL SEQUENCES FOR ORGANIZING MATHEMATICS CONTENT IN ELEMENTARY GRADES FOUR, FIVE, AND SIX WERE IDENTIFIED USING AN EMPIRICAL BASE. VERTICAL SEQUENCES FOR THIS PROJECT PERTAINED TO SUBTOPICS WITHIN SEVERAL MATHEMATICS TOPICS USING THE LEVEL OF SUBTOPIC COMPLEXITY FOR THE CRITERION. THE DEGREE OF RELATIONSHIP BETWEEN ADJACENT TOPICS WAS THE CRITERION FOR HORIZONTAL SEQUENCES WITH BOTH THE ORTHOGONAL AND NON-ORTHOGONAL APPROACHES. A TEST DESIGNED TO ASSESS ACHIEVEMENT OF MATHEMATICS INSTRUCTIONAL OBJECTIVES WAS ADMINISTERED TO APPROXIMATELY 780 SUBJECTS, DIVIDED ALMOST EVENLY AMONG THE 3 GRADE LEVELS USED. SIMPLEX AND "SMALLEST SPACE" ANALYSES WERE THE BASIC MEANS USED TO IDENTIFY THE VERITCAL AND HORIZONTAL SEQUENCES, RESPECTIVELY. THE VERTICAL HIERARCHIAL ORDERS AMONG SUBTOPICS WERE SHOWN FROM LEAST TO MOST COMPLEX FOR THE FOLLOWING MAJOR TOPICS--(1) NUMBERS, OPERATIONS, AND ASSUMPTIONS, (2) GEOMETRY (FIFTH AND SIXTH GRADES ONLY), (3) RELATIONS, (4) NUMERATION, (5) MEASUREMENT, AND(6) FRACTIONS (SIXTH GRADE ONLY). THE TOPICS OF GEOMETRY AND OPERATIONS WITH WHOLE NUMBERS WERE SET OFF FROM THE OTHERS AND FROM EACH OTHER IN THE HORIZONTAL SEQUENCES. THE BEST ORTHOGONAL TOPIC SEQUENCE AND NON-ORTHOGONAL TOPIC SEQUENCE WERE PROVIDED. THE BASIS FOR HORIZONTAL RELATIONSHIPS IDENTIFIED WAS THE DEGREE OF COMMONALITY REPRESENTED BY PROBLEM-SOLVING ELEMENTS IN EACH TOPIC. (JH)

ED 010 040 24
THE THEORY OF EXPECTATION APPLIED TO MUSICAL LISTENING.
BY- COLWELL, RICHARD .
UNIVERSITY OF ILLINOIS, URBANA
REPORT NUMBER CRP-H-106 PUB DATE 66
CONTRACT OEC-4-10-105
EDRS PRICE MF-$0.45 HC-$13.60
340P.

DESCRIPTORS- *LISTENING SKILLS, *MUSIC EDUCATION, *MUSIC TECHNIQUES, *TEACHING METHODS, FIFTH GRADE, ILLINOIS, LISTENING, SURVEYS, URBANA,

THE PROJECT PURPOSES WERE TO IDENTIFY THE ELEMENTS IN MUSIC USED BY EXPERT LISTENERS IN DETERMINING THE ARTISTIC VALUE OF MUSIC, TO DISCOVER WHAT MUSICAL SKILLS AND KNOWLEDGES ARE NECESSARY FOR THE LISTENER TO RECOGNIZE THESE ELEMENTS, AND TO USE THESE FINDINGS IN A COMPARISON WITH A SPECIFIC AESTHETIC THEORY. ATTEMPTS WERE MADE TO DETERMINE WHETHER THESE VALUE ELEMENTS ARE TEACHABLE, IF SO, THE AGE LEVELS AT WHICH THEY ARE TEACHABLE, THE CREATION OF MEASUREMENTS TO EVALUATE RECOGNITION OF THESE ELEMENTS, AND THE SKILLS AND KNOWLEDGES USED. THE TWO PROBLEMS STUDIED WERE (1) THE SKILLS AND KNOWLEDGES A STUDENT WOULD NEED TO PARTICIPATE IN THE MUSICAL EXPERIENCE AS DESCRIBED BY MEYER'S THEORY OF EXPECTATION AND (2) WHETHER THESE PROBLEMS COULD BE TAUGHT WITHIN A 2-YEAR PERIOD TO FIFTH-GRADE CHILDREN. THE TOTAL LIST OF SKILLS AND KNOWLEDGES (APPROPRIATE FOR MUSICAL LISTENING AND GATHERED FROM THE MUSICAL EXPERTS) WAS OBVIOUSLY MUCH TOO EXTENSIVE AND DIFFICULT TO UTILIZE IN A ONE-YEAR GRADE SCHOOL COURSE. TWENTY-SEVEN FIFTH-GRADE CLASSES WERE USED IN INTERPRETING THE RESULTS OF THE STUDY AND DRAWING CONCLUSIONS FROM THEM. APPROXIMATELY 10 PERCENT OF THE TESTS GIVEN THESE CLASSES WERE HIGHLY COMMENDABLE, WITH CADENCES, PHASES, MELODIES, CONTRASTING PARTS, TIMBRE, AND CLIMAXES ALL CORRECTLY IDENTIFIED AND MARKED. TWO VIEWPOINTS RESULTED FROM THE STUDY--(1) DESIRABILITY OF AN EARLY START IN INTENSIVE MUSICAL LEARNING AND (2) THE IMPRACTICABILITY OF TEACHING ADEQUATE MUSICAL SKILLS AND KNOWLEDGES WITHIN THE EXISTING ELEMENTARY MUSIC FRAMEWORK BECAUSE OF LIMITED TIME ALLOWED. (GC)

ED 010 041 24
CONFERENCE ON QUALITY AND EQUALITY IN EDUCATION.
BY- TUMIN, MELVIN M. BRESSLER, MARVIN
PRINCETON UNIV., N. J.
REPORT NUMBER CRP-F-048 PUB DATE 66
EDRS PRICE MF-$0.90 HC-$23.48
587P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL EQUALITY, *EDUCATIONAL PLANNING, *EDUCATIONAL QUALITY, COMPENSATORY EDUCATION, EDUCATIONAL RESOURCES, GROUP DYNAMICS, HIGHER EDUCATION, INDIVIDUAL DIFFERENCES, LEARNING DIFFICULTIES, NEW JERSEY, PRINCETON, SOCIAL INFLUENCES, TEACHER EDUCATION, TEACHER RECRUITMENT,

A 3-DAY CONFERENCE WAS HELD AT PRINCETON UNIVERSITY TO DEFINE GOALS, IDENTIFY OBSTACLES, AND SUGGEST MEANS THROUGH WHICH SUPERIOR EDUCATION COULD BE MADE AVAILABLE TO ALL AMERICANS REGARDLESS OF TALENT OR POSITION IN THE STRATIFICATION SYSTEM. SEVEN SESSIONS EMPHASIZED A WIDE RANGE OF FACTORS IN THE SCHOOL AND SOCIETY THAT INFLUENCE QUALITY AND EQUALITY IN EDUCATION. THE TOPICS OF THE CONFERENCE SESSIONS AS LISTED ON THE AGENDA WERE--(1) "POLARITIES AND TENSIONS IN THE EDUCATIONAL SYSTEM," (2) "THE CHALLENGE OF GROUP DIFFERENCES," (3) "THE CHALLENGE OF INDIVIDUAL DIFFERENCES," (4) "EDUCATION IN THE SOCIAL SYSTEM (EXTERNAL AND INTERNAL INFLUENCES AFFECTING THE SCHOOL)," (5) "THE CONTENT AND PROCESSES OF EDUCATION," (6) "THE RECRUITMENT AND TRAINING OF SCHOOLMEN," AND (7) "BEYOND THE TWELFTH YEAR (THE PROBLEM OF CONTINUING EDUCATION)."IT WAS CONCLUDED THAT THE OBSTACLES IN THE ACHIEVEMENT OF QUALITY AND EQUALITY IN EDUCATION SHOULD BE UNDERTAKEN AT TWO LEVELS--THE SOCIETAL AND THE EDUCATIONAL. THE FIRST OF THESE MODES OF INTERVENTION WOULD AIM AT ELIMINATING THOSE FEATURES OF SOCIETY THAT PRODUCE LEARNING DEFICITS IN CHILDREN BEFORE THEY ATTEND SCHOOL AND WHICH CONTINUE THROUGHOUT THEIR EDUCATION. THE SECOND MODE WOULD INCLUDE GREATER ALLOCATION OF RESOURCES TO THE EDUCATIONAL SECTOR AND THE ADOPTION OF COMPENSATORY DEVICES, SUCH AS PRESCHOOL PROGRAMS, SMALL CLASSES, AND INTENSIVE TUTORING. (JH).

ED 010 042 24
ASSESSMENT OF THE WRITTEN LANGUAGE OF DEAF STUDENTS.
BY- STUCKLESS, E. ROSS MARKS, CLAUDE H.
UNIVERSITY OF PITTSBURGH, SCHOOL OF EDUCATION
REPORT NUMBER CRP-2544 PUB DATE MAY 66
CONTRACT OEC-5-10-123

EDRS PRICE MF-$0.27 HC-$5.68
142P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *COMPOSITION (LITERARY), *DEAF CHILDREN, *DEAF RESEARCH, *LANGUAGE TEACHERS, PENNSYLVANIA, PITTSBURGH, REMEDIAL TEACHERS, WRITING,

THIS INVESTIGATION WAS CONDUCTED TO DESCRIBE THE WRITTEN LANGUAGE OF DEAF STUDENTS BETWEEN 10 AND 18 YEARS OF AGE IN TERMS OF SIX MEASURABLE VARIABLES, AND TO RELATE THESE VARIABLES TO TEACHER JUDGMENTS OF QUALITY OF LANGUAGE. TEN STRATIFIED RANDOM SAMPLES OF COMPOSITIONS BY DEAF STUDENTS WERE SELECTED FROM 14 RESIDENTIAL AND DAY EDUCATIONAL PROGRAMS FOR THE DEAF. COMPOSITIONS WERE WRITTEN UNDER STANDARDIZED CONDITIONS, IN RESPONSE TO THE PRESENTATION OF A FOUR-PICTURE SEQUENCE. THREE MASTER TEACHERS OF LANGUAGE OF THE DEAF SUBJECTIVELY SCORED THE COMPOSITIONS IN EACH OF THE 10 SAMPLES. THE MEAN CORRELATION OF THE THREE TEACHER-JUDGES' SCORES WAS .744. ALL SIX MEASURABLE VARIABLES TENDED TO CORRELATE POSITIVELY WITH AGE, BUT CORRELATIONS WERE SMALL. EQUATIONS WERE DEVELOPED WHICH WERE CONSIDERED TO BE USEFUL INSTRUMENTS FOR EVALUATING THE WRITTEN LANGUAGE OF GROUPS OF DEAF STUDENTS RELATIVE TO THE NATIONAL POPULATION OF DEAF STUDENTS REPRESENTED BY THE SAMPLES. (GD)

ED 010 043 24

INDEPENDENT STUDY IN SECONDARY SCHOOLS.
BY- ALEXANDER, WILLIAM M. HINES, VYNCE A.
UNIVERSITY OF FLORIDA, GAINESVILLE.
REPORT NUMBER CRP-2969 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$6.76
169P.

DESCRIPTORS- *INDEPENDENT STUDY, *SECONDARY SCHOOLS, *SUPERIOR STUDENTS, *VISITATION, FLORIDA, GAINESVILLE, QUESTIONNARIES, TESTING,

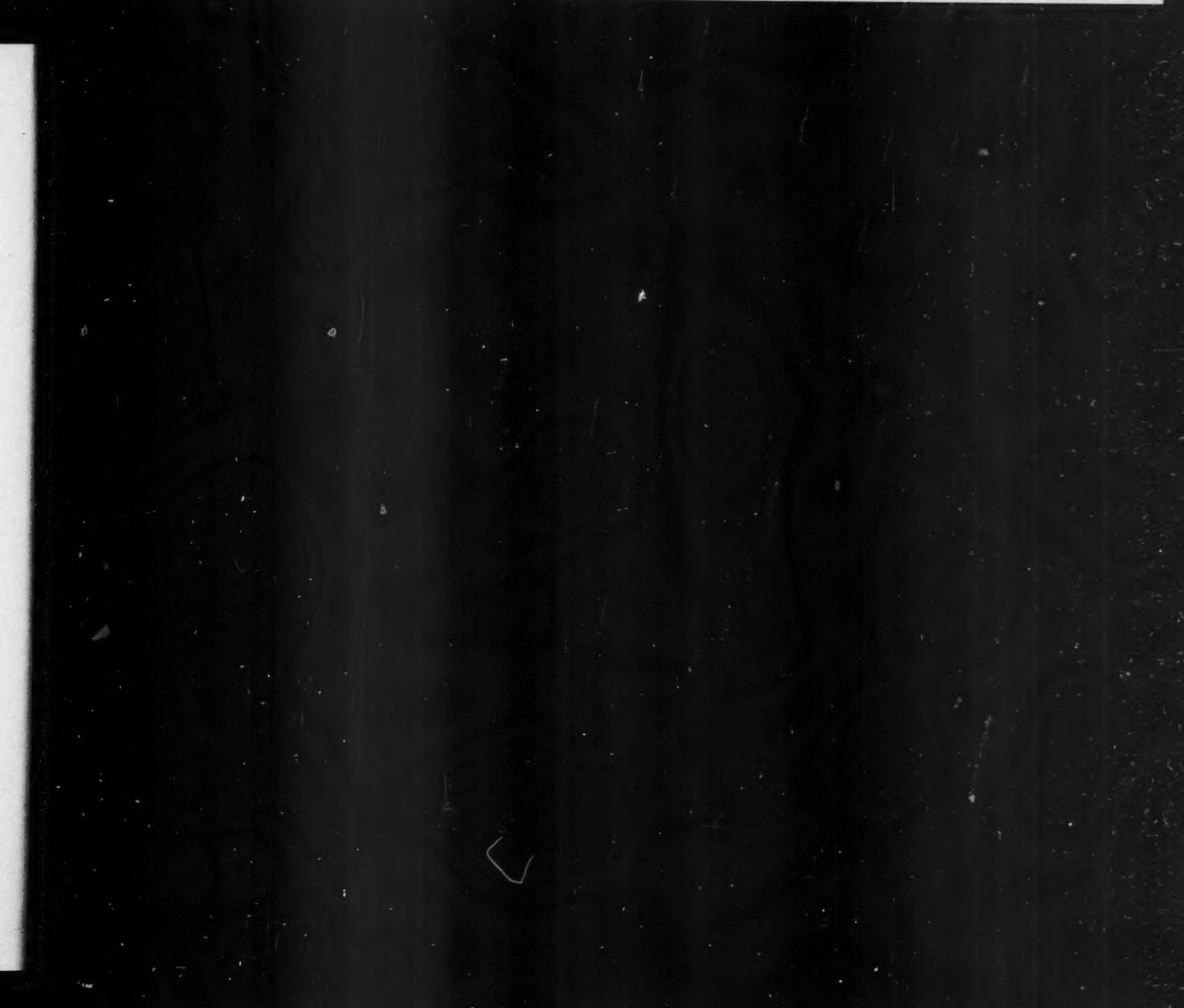
THE BROAD PURPOSE OF THIS PROJECT WAS TO SYSTEMATIZE INFORMATION ABOUT INDEPENDENT STUDY IN SECONDARY SCHOOLS BY DEVELOPMENT OF A DESCRIPTION AND ANALYSIS OF THESE PRACTICES IN THE SCHOOLS STUDIED. THIS INFORMATION WAS COMPILED BY THE USE OF QUESTIONNAIRES AND VISITS TO EACH OF 317 SECONDARY SCHOOLS BY RESEARCH TEAMS. ONE OF THE FIRST CONCLUSIONS REACHED WAS THAT INDEPENDENT STUDY IS PROBABLY MORE COMMON IN EDUCATIONAL DISCUSSIONS AND LITERATURE THAN IN PRACTICE IN SECONDARY SCHOOLS IN FLORIDA. ALTHOUGH MOST INDEPENDENT STUDY PROGRAMS ARE DIRECTED TO THE ABOVE-AVERAGE STUDENT, A FEW INVOLVE THE SLOWER STUDENT. WHILE INDEPENDENT STUDY WAS BEING USED IN PRACTICALLY ALL CURRICULUM AREAS, SYSTEMATIC EVALUATION OF INDEPENDENT STUDY IS ALMOST NONEXISTENT. FORMULATED HYPOTHESES AND QUESTIONS ABOUT INDEPENDENT STUDY WHICH NEED FURTHER RESEARCH WERE LISTED. (GD)

ED 010 044 24

THE CONSTRUCTION AND VALIDATION OF TESTS OF THE COGNITIVE PROCESSES AS DESCRIBED IN THE "TAXONOMY OF EDUCATIONAL OBJECTIVES"
BY- KROPP, RUSSELL P. AND OTHERS
FLORIDA STATE UNIV., INST. OF HUMAN LEARNING
REPORT NUMBER CRP-2117 PUB DATE FEB 66
CONTRACT OEC-4-10-019
EDRS PRICE MF-$0.63 HC-$17.76
444P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *EVALUATION, *RESPONSE DEVICES, *TAXONOMY, *VALIDATION, FLORIDA, TALLAHASSEE, TESTING,

THE BROAD PURPOSE OF THIS PROJECT WAS TO TEST EMPIRICALLY THE STRUCTURE OF THE HANDBOOK "TAXONOMY OF EDUCATIONAL OBJECTIVES 1--COGNITIVE DOMAIN." IT WAS NECESSARY TO CONSTRUCT FOUR FORMS OF A TAXONOMY-TYPE TEST SINCE NONE WAS AVAILABLE. THE PHENOMENA WHICH ARE CLASSIFIED BY THE "TAXONOMY" ARE THE RESPONSES (BEHAVIORS) WHICH TEST ITEMS (IN THE COGNITIVE DOMAIN AS CONTRASTED WITH THE AFFECTIVE AND PSYCHOMOTOR DOMAINS) ARE INTENDED TO EVOKE. AS AN AID TO THE READER, THE REPORT CONTAINS SEVERAL SECTIONS WHICH DEAL ENTIRELY WITH THE TEST DEVELOPMENT AND TEST ADMINISTRATION. THE VALIDITY OF THE TAXONOMIC STRUCTURE OF IMPUTED HIERARCHY WAS GENERALLY SUPPORTED BY THE EMPIRICAL DATA. FURTHER STUDY WAS RECOMMENDED IN SUCH AREAS AS KNOWLEDGE AS A PROCESS, ITEM ANALYSIS DATA, TRIANGULAR BIVARIATE DISTRIBUTIONS, INTENDED AND ACTUAL PROCESSES, THE EVALUATION PROCESS, NORMS FOR TAXONOMY-TYPE TESTS, ITEM TYPES, AND PYRAMID TESTS. (GD)



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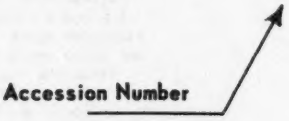

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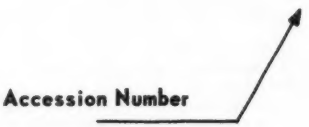

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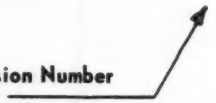

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DEVELOPMENT OF MARKETABLE TYPING SKILL--SENSORY PROCESSES UNDERLYING ACQUISITION.
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FOREIGN STUDENTS AND THEIR AMERICAN STUDENT FRIENDS.
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AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.
CRP-S-106 ED 010 026

SOCIOCULTURAL PATTERNS
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CRP-2268 ED 010 008

AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.
CRP-S-106 ED 010 026

SOCIOECONOMIC INFLUENCES
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A COMPARATIVE STUDY OF TWO FIRST-GRADE LANGUAGE ARTS PROGRAMS.
CRP-2370 ED 010 032

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CRP-S-323 ED 010 010

STUDENT BEHAVIOR
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BR-5-0117 ED 010 017

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INCREASING TASK-ORIENTED BEHAVIOR--AN EXPERIMENTAL EVALUATION OF TRAINING TEACHERS IN REINFORCEMENT TECHNIQUES.
BR-5-0117 ED 010 017

STUDENT TEACHERS
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CRP-S-332 ED 010 009

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CRP-2389 ED 010 020

TAXONOMY
THE CONSTRUCTION AND VALIDATION OF TESTS OF THE COGNITIVE PROCESSES AS DESCRIBED IN THE "TAXONOMY OF EDUCATIONAL OBJECTIVES"
CRP-2117 ED 010 044

TEACHER ATTITUDES
STUDY OF HUMAN INTERACTION VARIABLES IN SUCCESSFUL AND UNSUCCESSFUL TEACHER TEAMS.
CRP-S-159 ED 010 001

TEACHER CHARACTERISTICS
A STUDY OF DEPTH OF FIRST-GRADE READING--AN ANALYSIS OF THE INTERACTIONS OF PROFESSED METHODS, TEACHER IMPLEMENTATION, AND CHILD BACKGROUND.
CRP-2728 ED 010 036

TEACHER EDUCATION
THE ADVANCED DEGREE AND VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP (A SYMPOSIUM).
ERD-469-66 ED 010 019

TEACHER EVALUATION
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CRP-S-159 ED 010 001

TEACHER SELECTION
TEACHER SELECTION POLICIES AND PROCEDURES IN LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES.
CRP-S-334 ED 010 005

TEACHER SHORTAGE
AN INTERVIEW STUDY OF TEACHERS WHO LEAVE THE PROFESSION.
CRP-S-333 ED 010 021

TEACHING
CERTAIN CHARACTERISTICS OF STUDENT TEACHERS WHO STAY IN TEACHING.
CRP-S-332 ED 010 009

TEACHING METHODS
A STUDY OF DEPTH OF FIRST-GRADE READING--AN ANALYSIS OF THE INTERACTIONS OF PROFESSED METHODS, TEACHER IMPLEMENTATION, AND CHILD BACKGROUND.
CRP-2728 ED 010 036

COMPARISON OF READING APPROACHES IN FIRST-GRADE TEACHING WITH DISADVANTAGED CHILDREN. (THE CRAFT PROJECT)
CRP-2677 ED 010 037

THE THEORY OF EXPECTATION APPLIED TO MUSICAL LISTENING.
CRP-M-106 ED 010 040

TEACHING TECHNIQUES
A STUDY OF EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS, FINAL REPORT.
CRP-S-270 ED 010 007

THE PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS, FINAL REPORT.
ERD-439-65 ED 010 014

INCREASING TASK-ORIENTED BEHAVIOR--AN EXPERIMENTAL EVALUATION OF TRAINING TEACHERS IN REINFORCEMENT TECHNIQUES.
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AN INTERMEDIATE COLLEGE COURSE IN PERCEPTION AND JUDGMENT DESIGNED TO INCREASE THE RANGE AND INTENSITY OF STUDENT PARTICIPATION.
CRP-S-141 ED 010 023

A LINGUISTIC APPROACH TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE TO KINDERGARTEN PUPILS WHOSE PRIMARY LANGUAGE IS SPANISH.
CRP-2821 ED 010 034

TEAM TEACHING
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CRP-S-139 ED 010 001

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THE REPRESENTATIONAL ROLE OF DEMONSTRATIONS IN TEACHING CONCEPTS AND PRINCIPLES IN SCIENCE, STUDIES IN TELEVISED INSTRUCTION, AND DIMENSIONS OF VISUAL REPRESENTATION.
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A STUDY OF EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS, FINAL REPORT.
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A FIRST STEP TOWARDS THE IMPLEMENTATION OF THE CAMBRIDGE MATHEMATICS CURRICULUM IN A K-12 UNGRADED SCHOOL.
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DETERMINANTS OF EDUCATIONAL EXPENDITURES IN LARGE CITIES OF THE UNITED STATES.
CRP-2389 ED 010 026

URBAN SCHOOLS
TEACHER SELECTION POLICIES AND PROCEDURES IN LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES.
CRP-S-334 ED 010 009

RESEARCH SEMINAR ON RACIAL AND OTHER ISSUES AFFECTING SCHOOL ADMINISTRATION IN THE GREAT CITIES OF AMERICA.
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VOCATIONAL COUNSELING
CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-13, 1965.
BR-5-1208 ED 010 016

VOCATIONAL EDUCATION
DETERMINING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS.
BR-5-0002 ED 010 013

THE ADVANCED DEGREE AND VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP (A SYMPOSIUM).
ERD-469-66 ED 010 019

VOCATIONAL EDUCATION (CONTINUED)
APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT.
ERD-203-65 ED 010 019

VOCATIONAL INTERESTS
CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965.
BR-8-1208 ED 010 016

VOCATIONAL SCHOOLS
DOCUMENTATION OF STEPS TO ESTABLISH A TECHNICAL COLLEGE, AND THE EVALUATION OF "PERT" AS A PLANNING TOOL FOR EDUCATORS, PHASE I.
ERD-488-65 ED 010 020

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CRP-2576 ED 010 032

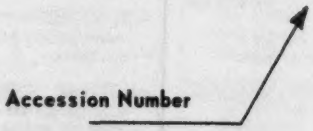
PROGRAM INDEX

This index lists titles of reports under the legislation which authorized them.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

COOPERATIVE RESEARCH, PL 89-10, TITLE IV

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN. A STUDY OF THE
CRP-234 ED 000 000



ADULT AND VOCATIONAL EDUCATION, PL 88-210

APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT.
ERD-203-65 ED 010 019

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BR-5-1208 ED 010 016

DEGREE AND VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP (A SYMPOSIUM).,THE ADVANCED
ERD-488-66 ED 010 015

DOCUMENTATION OF STEPS TO ESTABLISH A TECHNICAL COLLEGE, AND THE EVALUATION OF "PERT" AS A PLANNING TOOL FOR EDUCATORS, PHASE I.
ERD-455-65 ED 010 020

FATE AND PROBABLE FUTURE OF HIGH SCHOOL DROPOUTS AND THE IDENTIFICATION OF POTENTIAL HIGH SCHOOL DROPOUTS.,THE
BR-5-0700 ED 010 018

INCREASING TASK-ORIENTED BEHAVIOR--AN EXPERIMENTAL EVALUATION OF TRAINING TEACHERS IN REINFORCEMENT TECHNIQUES.
BR-5-0117 ED 010 017

KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS.,DETERMINING
BR-5-0002 ED 010 013

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BR-5-8434 ED 010 012

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BR-5-0127 ED 010 011

COOPERATIVE RESEARCH, PL 89-10, TITLE IV

ART EDUCATION FOR RESEARCH AND CURRICULUM DEVELOPMENT.,A SEMINAR IN
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CERTAIN CHARACTERISTICS OF STUDENT TEACHERS WHO STAY IN TEACHING.
CRP-S-332 ED 010 009

CHILDREN'S USE OF KNOWLEDGE OF RESULTS IN THINKING.
CRP-2477 ED 010 035

COMPARATIVE STUDY OF TWO FIRST-GRADE LANGUAGE ARTS PROGRAMS.,A
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CONSTRUCTION AND VALIDATION OF TESTS OF THE COGNITIVE PROCESSES AS DESCRIBED IN THE "TAXONOMY OF EDUCATIONAL OBJECTIVES" ,THE
CRP-2117 ED 010 044

CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.,AN ANALYSIS OF THE
CRP-S-106 ED 010 026

DEPTH OF FIRST-GRADE READING--AN ANALYSIS OF THE INTERACTIONS OF PROFESSED METHODS, TEACHER IMPLEMENTATION, AND CHILD BACKGROUND.,A STUDY OF
CRP-2728 ED 010 036

DETERMINANTS OF EDUCATIONAL EXPENDITURES IN LARGE CITIES OF THE UNITED STATES.
CRP-2389 ED 010 029

EDUCATIONAL INFORMATION PROJECT.
CRP-E-031 ED 010 033

EDUCATIONAL RESTRICTIONS TO AGRICULTURAL SUCCESS AND THE RELATIONSHIP OF EDUCATION TO INCOME AMONG FARMERS.
CRP-2604 ED 010 038

EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS, FINAL REPORT.,A STUDY OF
CRP-S-270 ED 010 001

EXPECTATION APPLIED TO MUSICAL LISTENING.,THE THEORY OF
CRP-M-106 ED 010 040

FINANCIAL ANALYSIS OF CURRENT OPERATIONS OF COLLEGES AND UNIVERSITIES.
CRP-1853 ED 010 006

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CRP-2206 ED 010 008

GRADE INSTRUCTION USING BASAL READERS, MODIFIED LINGUISTIC MATERIALS, AND LINGUISTIC READERS.,EFFECT OF FIRST-
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HUMAN INTERACTION VARIABLES IN SUCCESSFUL AND UNSUCCESSFUL TEACHER TEAMS.,STUDY OF
CRP-S-159 ED 010 001

IMPACT ON LEARNING AND RETENTION OF SPECIALLY DEVELOPED HISTORY MATERIALS FOR CULTURALLY DEPRIVED CHILDREN, AN EXPLORATORY STUDY.,THE
CRP-S-265 ED 010 004

INDEPENDENT STUDY IN SECONDARY SCHOOLS.
CRP-2969 ED 010 043

INSTRUCTIONAL MATERIALS PERTAINING TO RACE AND CULTURE IN AMERICAN LIFE.,THE DEVELOPMENT OF
CRP-M-199 ED 010 029

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(CONTINUED)

INTERMEDIATE COLLEGE COURSE IN PERCEPTION AND JUDGMENT DESIGNED TO INCREASE THE RANGE AND INTENSITY OF STUDENT PARTICIPATION.,AN
CRP-S-141 ED 010 023

INTERVIEW STUDY OF TEACHERS WHO LEAVE THE PROFESSION.,AN
CRP-S-333 ED 010 021

LEVELS-DESIGNED VISUAL-AUDITORY AND RELATED WRITING METHODS OF READING INSTRUCTION IN GRADE ONE.,EVALUATION OF
CRP-2830 ED 010 030

LINGUISTIC APPROACH TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE TO KINDERGARTEN PUPILS WHOSE PRIMARY LANGUAGE IS SPANISH.,A
CRP-2821 ED 010 034

NURSERY SCHOOL EXPERIENCE ON THE LATER SCHOOL ADJUSTMENT OF CULTURALLY DISADVANTAGED CHILDREN.,A PRELIMINARY EVALUATION OF
CRP-S-323 ED 010 010

PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS, FINAL REPORT.,THE
ERD-439-05 ED 010 014

PRODUCTIVE THINKING IN RETARDED AND NONRETARDED CHILDREN.
CRP-S-053 ED 010 027

RACIAL AND OTHER ISSUES AFFECTING SCHOOL ADMINISTRATION IN THE GREAT CITIES OF AMERICA.,RESEARCH SEMINAR ON
CRP-S-028 ED 010 022

READING APPROACHES IN FIRST-GRADE TEACHING WITH DISADVANTAGED CHILDREN. (THE CRAFT PROJECT),COMPARISON OF
CRP-2877 ED 010 037

SCIENTIFIC LITERACY IN THE AEROSPACE AGE.
CRP-S-105 ED 010 002

STEP TOWARDS THE IMPLEMENTATION OF THE CAMBRIDGE MATHEMATICS CURRICULUM IN A K-12 UNGRADED SCHOOL.,A FIRST
CRP-S-405 ED 010 003

TEACHER SELECTION POLICIES AND PROCEDURES IN LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES.
CRP-S-334 ED 010 005

WRITTEN LANGUAGE OF DEAF STUDENTS.,ASSESSMENT OF THE
CRP-2544 ED 010 042

NEW EDUCATIONAL MEDIA, PL 85-864, TITLE VII, PART A

EFFECTIVENESS OF A PROGRAMED TEXT IN TEACHING GYNECOLOGIC ONCOLOGY TO JUNIOR MEDICAL STUDENTS, A SOURCE BOOK ON THE DEVELOPMENT OF PROGRAMED MATERIALS FOR USE IN A CLINICAL DISCIPLINE.
NDEA-VIIA-1065 ED 010 024

REPRESENTATIONAL ROLE OF DEMONSTRATIONS IN TEACHING CONCEPTS AND PRINCIPLES IN SCIENCE, STUDIES IN TELEVISED INSTRUCTION, AND DIMENSIONS OF VISUAL REPRESENTATION.,THE
NDEA-VIIA-1072 ED 010 025

CONTRACT AND GRANT NUMBER INDEX

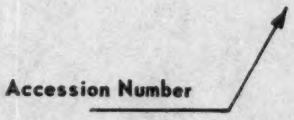
This index lists the titles of reports by their contract or grant number. The contract and grant numbers are in alpha-numerical sequence.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

OEC-6-12-01234-0033

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

CRP-234 ED 000 000



OEC-4-10-019
CONSTRUCTION AND VALIDATION OF TESTS OF THE COGNITIVE PROCESSES AS DESCRIBED IN THE "TAXONOMY OF EDUCATIONAL OBJECTIVES" ,THE
CRP-E117 ED 010 044

OEC-4-10-105
EXPECTATION APPLIED TO MUSICAL LISTENING.,THE THEORY OF
CRP-M-106 ED 010 040

OEC-5-10-123
WRITTEN LANGUAGE OF DEAF STUDENTS.,ASSESSMENT OF THE
CRP-2544 ED 010 042

OEC-5-85-025
KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS.,DETERMINING
BR-5-0002 ED 010 013

OEC-5-85-037
PREDICTION OF OUTCOMES OF MDTA PROGRAMS, A PILOT STUDY.,THE
BR-5-0127 ED 010 011

OEC-5-85-088
APPROACHES TO USE IN ASSESSING NEEDS FOR, CONTENT OF, AND CERTAIN FACTORS TO BE CONSIDERED IN OFFERING HOME ECONOMICS COURSES PREPARING FOR GAINFUL EMPLOYMENT.
ERD-203-65 ED 010 019

OEC-5-85-095
INCREASING TASK-ORIENTED BEHAVIOR--AN EXPERIMENTAL EVALUATION OF TRAINING TEACHERS IN REINFORCEMENT TECHNIQUES.
BR-5-0117 ED 010 017

OEC-6-85-028
DOCUMENTATION OF STEPS TO ESTABLISH A TECHNICAL COLLEGE, AND THE EVALUATION OF "PERT" AS A PLANNING TOOL FOR EDUCATORS, PHASE 1.
ERD-433-65 ED 010 020

OEC-6-85-035
CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965.
BR-5-1208 ED 010 016

OEC-6-85-041
PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS, FINAL REPORT.,THE
ERD-439-65 ED 010 014

OEC-6-85-053
DEGREE AND VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP (A SYMPOSIUM).,THE ADVANCED
ERD-469-66 ED 010 018

OEG-5-85-005
FATE AND PROBABLE FUTURE OF HIGH SCHOOL DROPOUTS AND THE IDENTIFICATION OF POTENTIAL HIGH SCHOOL DROPOUTS.,THE
BR-5-0700 ED 010 010

OEG-7-20-0260-219
EFFECTIVENESS OF A PROGRAMED TEXT IN TEACHING GYNECOLOGIC ONCOLOGY TO JUNIOR MEDICAL STUDENTS, A SOURCE BOOK ON THE DEVELOPMENT OF PROGRAMED MATERIALS FOR USE IN A CLINICAL DISCIPLINE.
NDEA-VIIA-1083 ED 010 024

OEG-7-48-7690-211
REPRESENTATIONAL ROLE OF DEMONSTRATIONS IN TEACHING CONCEPTS AND PRINCIPLES IN SCIENCE, STUDIES IN TELEVISED INSTRUCTION, AND DIMENSIONS OF VISUAL REPRESENTATION.,THE
NDEA-VIIA-1072 ED 010 023

DEC-4-10-014 ..... ED 010 014

DEC-4-10-105 ..... ED 010 040

DEC-2-10-123 ..... ED 010 040

DEC-2-09-050 ..... ED 010 014

DEC-2-09-071 ..... ED 010 014

DEC-5-09-080 ..... ED 010 014

DEC-5-09-085 ..... ED 010 014

DEC-8-09-038 ..... ED 010 040

DEC-8-09-035 ..... ED 010 014

DEC-8-09-041 ..... ED 010 014

DEC-8-09-021 ..... ED 010 014

DEC-2-09-005 ..... ED 010 014

DEC-3-09-0046-219 ..... ED 010 014

DEC-3-09-0046-211 ..... ED 010 014

PROJECT RESUMES

MATERIALS IN THIS SECTION CANNOT BE ORDERED

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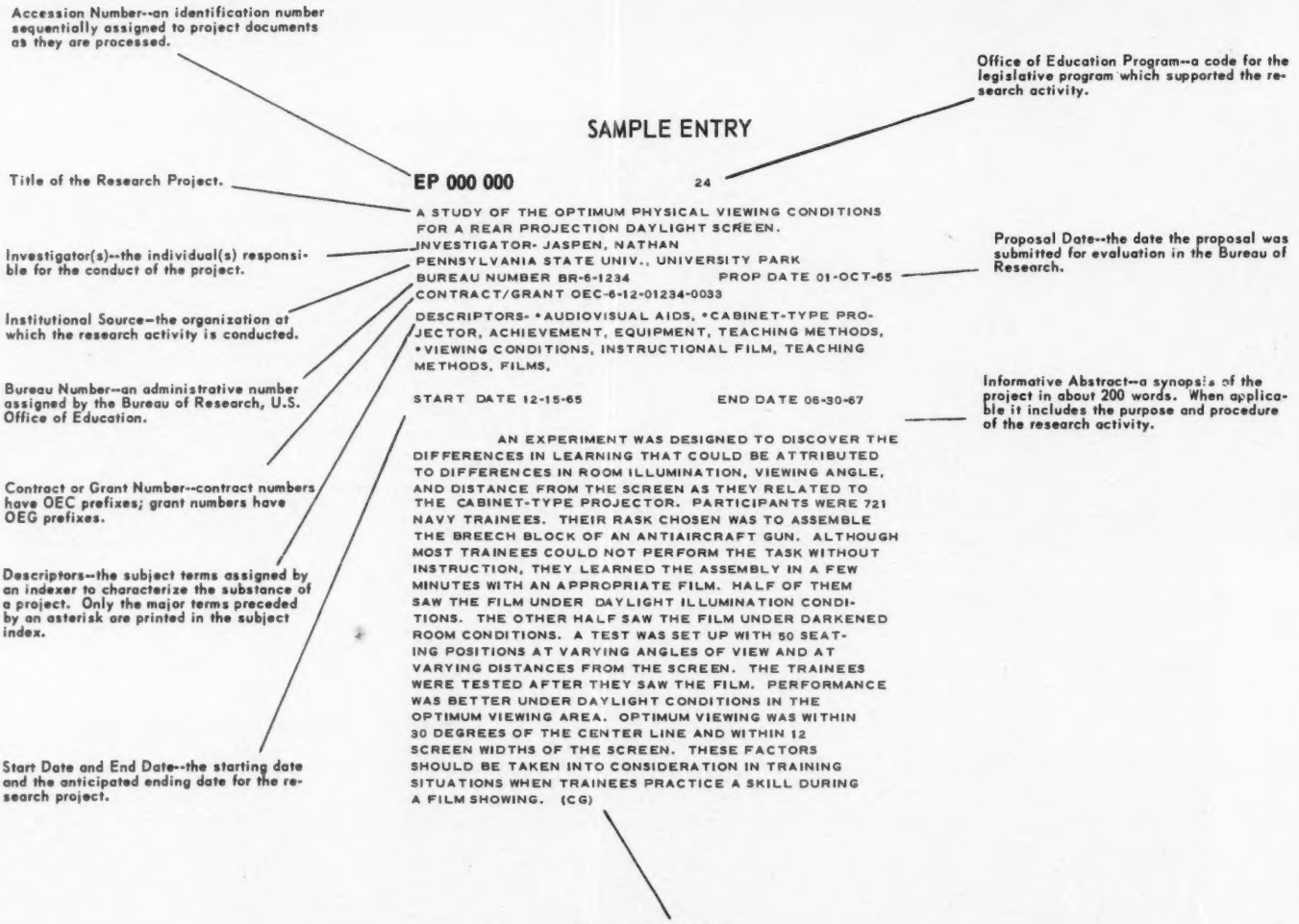
Accession Number--an identification number sequentially assigned to project documents as they are processed.
Office of Education Program--a code for the legislative program which supported the research activity.
SAMPLE ENTRY
Title of the Research Project.
EP 000 000
24
A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
Investigator(s)--the individual(s) responsible for the conduct of the project.
INVESTIGATOR- JASPEN, NATHAN
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.
BUREAU NUMBER BR-6-1234
PROP DATE 01-OCT-65
Institutional Source--the organization at which the research activity is conducted.
CONTRACT/GRANT OEC-6-12-01234-0033
Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.
DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.
Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.
START DATE 12-15-65
END DATE 06-30-67
Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
Start Date and End Date--the starting date and the anticipated ending date for the research project.
Abstractor's initials.

EP 010 000 24
POSTDOCTORAL TRAINEESHIP IN RESEARCH ON MEASUREMENT AND INSTRUCTION IN HIGHER EDUCATION.
INVESTIGATOR- MCINTYRE, CHARLES J.
UNIVERSITY OF ILLINOIS, URBANA
BUREAU NUMBER BR-6-2043
GRANT OEG-3-6-062043-1395

DESCRIPTORS- *HIGHER EDUCATION, *INSTRUCTIONAL IMPROVEMENT, *MEASUREMENT TECHNIQUES, *POSTGRADUATE, *RESEARCH OPPORTUNITIES, DIVISION OF MEASUREMENT AND RESEARCH, MEASUREMENT INSTRUMENTS, OFFICE OF INSTRUCTIONAL RESOURCES, TRAINING,

START DATE 06-01-66 END DATE 08-31-67

A POSTDOCTORAL TRAINEESHIP ON PROBLEMS OF MEASUREMENT AND INSTRUCTION IN HIGHER EDUCATION WILL BE PROVIDED. THE TRAINEE WILL HAVE SUPERVISED EXPERIENCE IN RESEARCH ON PROBLEMS IN THE INSTRUCTION AND EVALUATION OF HIGHER EDUCATION. IMPROVED COMPETENCY, UNDERSTANDING, AND OPPORTUNITY WILL BE OFFERED THROUGH FIRST-HAND KNOWLEDGE GAINED BY CONTRIBUTING TO SOLUTIONS OF PROBLEMS IN HIGHER EDUCATION, BY BECOMING AWARE OF THE NEEDS AND CLIMATE OF INSTITUTIONS OF HIGHER EDUCATION BY PARTICIPATING IN ADVANCED SEMINARS UNDER THE GUIDANCE OF MATURE SCHOLARS, AND BY BECOMING MORE PROFICIENT IN THE USE OF ADVANCED TEST SCORING AND COMPUTING MACHINES. IT IS EXPECTED THAT THERE WILL BE ONE INTERN PER YEAR FOR 5 YEARS. (GD)

EP 010 001 24
POSTDOCTORAL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- GOLDHAMMER, KEITH
UNIVERSITY OF OREGON, EUGENE
BUREAU NUMBER BR-6-2029 PROP DATE 66
GRANT OEG-4-6-062029-1393

DESCRIPTORS- *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL RESEARCH, *POSTGRADUATE, *RESEARCH OPPORTUNITIES, *RESEARCH PROJECTS, BEHAVIORAL SCIENCE RESEARCH, EUGENE, OREGON,

START DATE 06-01-66 END DATE 08-30-67

POST-DOCTORAL FELLOWSHIPS WILL BE OFFERED EACH YEAR TO PROVIDE PERSONS WITH DOCTORATES IN EDUCATION (1) TO IMPROVE RESEARCH SKILLS, (2) TO INCREASE KNOWLEDGE OF A SUB-SPECIALTY IN A BEHAVIORAL FIELD, (3) TO UP-DATE RESEARCH TRAINING AND SKILLS, (4) TO EXTEND RESEARCH CAPABILITY, (5) TO DEVELOP THROUGH GUIDANCE DESIGNS FOR THEIR OWN PROPOSED RESEARCH, AND (6) TO ENGAGE IN RESEARCH AS A RESEARCH TEAM MEMBER. SELECTION WILL BE MADE ON THIS BASIS--(1) CANDIDATES MUST HAVE SERVED AT LEAST TWO YEARS AS A PROFESSOR OF EDUCATION OR AS A RESEARCH OFFICER IN A STATE DEPARTMENT OF EDUCATION OR SCHOOL SYSTEM. (2) CANDIDATES MUST HAVE COMPLETED A DOCTORAL PROGRAM IN AN ACCREDITED INSTITUTION AND HAVE PREPARED A RESEARCH PROJECT AS PART OF THE DOCTORAL PROGRAM. (3) CANDIDATES MUST BE RECOMMENDED BY THEIR SUPERIORS AND SELECTED PEERS AS HAVING HIGH POTENTIAL AS RESEARCHERS IN EDUCATION. (4) CANDIDATES MUST HAVE DEMONSTRATED INTEREST IN RESEARCH AND FORMULATED PROPOSALS FOR THEIR RESEARCH ENDEAVORS. (5) CANDIDATES MUST SUBMIT A PLAN OF INDIVIDUAL COURSE STUDY WHICH INDICATES THEIR INTEREST IN PERFECTING THEIR RESEARCH CAPABILITY. (GD)

EP 010 002 24
SOCIAL SCIENCE EDUCATION DOCTORAL PROGRAM.
INVESTIGATOR- MASSIALAS, BYRON G.
UNIVERSITY OF MICHIGAN, ANN ARBOR
BUREAU NUMBER BR-6-1957
GRANT OEG-3-6-061957-1391

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *RESEARCH OPPORTUNITIES, *SOCIAL SCIENCES, *TEACHER EDUCATION, ANN ARBOR, COMMUNICATIONS, CURRICULUM PLANNING, EVALUATION, MICHIGAN,

START DATE 06-01-66 END DATE 08-31-67

THE PROGRAM AIMS AT THE PREPARATION OF RESEARCHERS IN SOCIAL SCIENCE EDUCATION BOTH AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. THE RESEARCH FOCUS WILL BE GIVEN TO PROBLEMS RELATING TO THE TEACHING OF THE SOCIAL SCIENCES AND HISTORY AND TO RELATED ISSUES OF CURRICULUM CONSTRUCTION, SELECTION OF MATERIALS, AUDIOVISUAL COMMUNICATION MEDIA, AND EVALUATION OF SOCIAL STUDIES PROGRAMS. THE PROGRAM OF GRADUATE STUDIES IS DESIGNED TO EXTEND OVER A PERIOD OF THREE YEARS, AND IT COMBINES TRAINING IN THREE MAJOR AREAS--(1) SOCIAL SCIENCE EDUCATION, (2) SOCIAL AND PSYCHOLOGICAL FOUNDATIONS OF EDUCATION, AND (3) COGNATE WORK IN HISTORY AND THE SOCIAL SCIENCES. ALSO, THE PROGRAM PROVIDES SUCH CORE EXPERIENCES AS SEMINARS, COLLOQUIA, CONFERENCES, AND PARTICIPATION IN ONGOING RESEARCH PROJECTS. THE TRAINEE WILL BE EXPECTED TO PARTICIPATE IN RESEARCH PROJECTS AS SOON AS HE IS ADMITTED INTO THE GRADUATE PROGRAM, AND TO COMPLETE DOCTORAL STUDIES WITHIN A THREE-YEAR PERIOD. (GD)

EP 010 003 24
MICHIGAN INTERDISCIPLINARY RESEARCH TRAINING PROGRAM IN EDUCATION.
INVESTIGATOR- DIXON, W. ROBERT
UNIVERSITY OF MICHIGAN, ANN ARBOR
BUREAU NUMBER BR-6-1951
GRANT OEG-3-6-061951-1369

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, *SOCIAL SCIENCES, *TRAINING, ANN ARBOR, DATA ANALYSIS, INSTRUCTIONAL TECHNOLOGY, LEARNING PROCESSES, LINGUISTIC PATTERNS, MENTAL HEALTH, MICHIGAN, PERSONALITY DEVELOPMENT, PSYCHOLOGY, RESEARCH METHODOLOGY,

START DATE 06-01-66 END DATE 08-31-67

A FIVE-YEAR GRADUATE TRAINING PROGRAM WILL BE PROVIDED WITHIN THE SOCIAL SCIENCES, ESPECIALLY THE SCIENCE OF PSYCHOLOGY, IN AN EFFORT TO IMPROVE THE QUALITY OF EDUCATIONAL RESEARCH. FOUR FIELDS OF SPECIALIZATION WILL BE OFFERED, EACH HAVING PARTICULAR SIGNIFICANCE IN THE OVERALL EDUCATIONAL SCENE. SPECIFICALLY, THESE AREAS ARE--(1) LEARNING AND INSTRUCTIONAL PROCESSES, (2) PERSONALITY DEVELOPMENT AND MENTAL HEALTH, (3) LANGUAGE BEHAVIOR, AND (4) RESEARCH DESIGN AND DATA ANALYSIS. IN ADDITION TO BASIC TRAINING, THE PROGRAM WILL INCLUDE INSTRUCTION IN STATISTICAL PROCEDURES, COMPUTER APPLICATIONS, AND COMMUNICATION SKILLS DEVELOPMENT. EIGHT STUDENTS WILL BE ENROLLED IN THE PROGRAM

EACH YEAR, PERMITTING TWO STUDENTS IN EACH OF THE FOUR AREAS. (JH)

EP 010 004 24
GRADUATE RESEARCH TRAINING STIPENDS.
INVESTIGATOR- GUERTIN, WILSON H.
UNIV. OF FLORIDA, COLL. OF EDUCATION, GAINESVILLE
BUREAU NUMBER BR-6-1948 PROP DATE 66
GRANT OEG-2-6-061948-1372

DESCRIPTORS- *ABLE STUDENTS, *EDUCATIONAL PROGRAMS, *EDUCATIONAL RESEARCH, *FINANCIAL SUPPORT, *GRADUATE STUDY, BEHAVIORAL SCIENCES, CURRICULUM GUIDES, FLORIDA, GAINESVILLE,

START DATE 06-01-66 END DATE 08-31-67

SUPPORT IS REQUESTED FOR 15 OUTSTANDING GRADUATE STUDENTS BEGINNING A 3-YEAR EDUCATIONAL RESEARCH TRAINING PROGRAM. GRADUATE STUDENTS NOW IN GENERAL EDUCATION WILL BE ENCOURAGED TO PLAN TO INCLUDE BASIC TRAINING IN EDUCATIONAL RESEARCH WHILE RETAINING THEIR SPECIALITY AREAS. OTHER STUDENTS WILL ENTER THE PROGRAM TO BECOME RESEARCH DESIGN SPECIALISTS. WITH THE HEAVY INCREASE IN STUDENTS, THE PROGRAM THAT WOULD RESULT FROM A STIPEND GRANT WOULD MAKE OPERATIONAL DEMANDS THAT WOULD RESULT IN A FULLER ACTUALIZATION OF TRAINING IDEALS AND A CONSOLIDATION OF THE ESSENTIAL POSITION OF EDUCATIONAL RESEARCH TRAINING IN THE GRADUATE PROGRAM. THE PROGRAM WILL HELP STUDENTS ACQUIRE A DEEP APPRECIATION FOR THE NEED FOR HIGH QUALITY INVESTIGATIONS IN ALL AREAS OF RESEARCH, A CLEAR UNDERSTANDING OF THE RELATIONSHIP BETWEEN GENERAL METHODOLOGY AND PARTICULAR SUBSTANTIVE AREAS, A KNOWLEDGE AND UNDERSTANDING OF THE GENERAL ISSUES AND TRENDS IN EDUCATIONAL RESEARCH AND OF PARTICULAR SUBSTANTIVE AREAS OF EDUCATION, AND AN UNDERSTANDING OF THE STRUCTURE AND PROCESS OF INDIVIDUAL AND TEAM RESEARCH. THE CORE PROGRAM WILL PROVIDE INSTRUCTION IN FUNDAMENTAL PRINCIPLES OF RESEARCH, SKILL DEVELOPMENT EXPERIENCES, ORIENTATION IN SPECIALIZED AREAS OF EDUCATIONAL RESEARCH, AND OPPORTUNITY TO ENGAGE IN INDIVIDUAL RESEARCH ACTIVITIES. ADDITIONAL WORK IN MULTIDISCIPLINARY ADJUNCTS TO EDUCATIONAL RESEARCH, FURTHER SPECIALIZATION IN A SUBSTANTIVE FIELD, AND COMPLETION OF A DISSERTATION ROUND OUT THE PRESCRIBED RESEARCH TRAINING PROGRAM. (JL)

EP 010 005 48
SUB-REGIONAL SPEECH VARIATIONS IN VOCABULARY, GRAMMAR, AND PRONUNCIATION.
INVESTIGATOR- WOOD, GORDON R.
SOUTHERN ILLINOIS UNIV., CARBONDALE
BUREAU NUMBER BR-5-0909 PROP DATE 15 OCT 65
CONTRACT OEC-6-050909-0972

DESCRIPTORS- *COMPUTER PROGRAMS, *GRAMMAR, *PRONUNCIATION, *SPEECH HABITS, *VOCABULARY, CARBONDALE, COMPARATIVE ANALYSIS, DATA PROCESSING, ENGLISH, ILLINOIS, LANGUAGE PATTERNS, LINGUISTICS, ORAL ENGLISH, PHONETICS, REGIONAL PROGRAMS,

START DATE 05-03-66 END DATE 08-31-67

A COMPUTER ANALYSIS WILL BE MADE OF THE STRUCTURES OF VOCABULARY, SYNTAX, AND PRONUNCIATION IN CURRENT AMERICAN ENGLISH. SUCH AN ANALYSIS INVOLVES IDENTIFYING THE VARIOUS STRUCTURAL PATTERNS, RELATING THEM TO KNOWN BODIES AS EVIDENCE ABOUT AMERICAN SPOKEN ENGLISH, AND INTERPRETING THE RESULTS IN TERMS OF CONTINUITY AND CHANGE. AS THE EVIDENCE PERMITS, INTERPRETATIONS WILL ALSO BE MADE OF THE APPARENT INFLUENCES OF AGE, SEX, AND EDUCATION ON THESE MATTERS. TYPESCRIPTS WILL BE PREPARED AND CODED FROM WORK COPIES OF MASTER TAPES. TWO COMPUTER RUNS, PILOT AND PRODUCTION, WILL BE MADE INVOLVING CARD PUNCHING, MACHINE PROCESSING, AND PRINTOUTS. THESE PRINTOUTS WILL BE MADE UP OF THE FOLLOWING ELEMENTS--(1) VOCABULARY, (2) GRAMMAR AND SYNTAX, (3) PHONETIC-PHONEMIC MATERIALS, AND (4) SUMMARIES OF TWO OR THREE OF THE FIRST THREE ELEMENTS. (JH)

EP 010 006 24
TRAINING OF EDUCATIONAL RESEARCH WORKERS IN AREAS OF CULTURALLY DEPRIVED.
INVESTIGATOR- LEE, J. MURRAY
SOUTHERN ILLINOIS UNIV., CARBONDALE
BUREAU NUMBER BR-6-1859 PROP DATE 66
GRANT OEG-3-6-061859-1520

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *ECONOMIC DISADVANTAGEMENT, *ELEMENTARY SCHOOL STUDENTS, *GRADUATE STUDY, *PRESCHOOL CHILDREN, *RESEARCH SKILLS, CARBONDALE, CURRICULUM DEVELOPMENT, EDUCATIONAL RESEARCH, ILLINOIS, TRAINING,

START DATE 06-01-66 END DATE 09-01-67

A GRADUATE TRAINING PROGRAM WILL BE DEVELOPED AND PROVIDED IN THE AREAS OF EDUCATIONAL RESEARCH AND CURRICULUM DEVELOPMENT, EMPHASIZING THE PROBLEMS OF CULTURALLY DEPRIVED OR ECONOMICALLY DEPRESSED PRESCHOOL AND ELEMENTARY SCHOOL CHILDREN. THE DURATION OF THE PROJECT WILL BE 5 YEARS AND OF THE INDIVIDUAL PROGRAMS, 3 YEARS. FIFTEEN PARTICIPANTS WILL HAVE COMPLETED THEIR PROGRAMS AT THE END OF THE PROJECT PERIOD. (JH)

EP 010 007 24
TRAINING FOR RESEARCH IN SOCIOLOGY OF EDUCATION.
INVESTIGATOR- SIEBER, SAM D.
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-6-2120 PROP DATE 66
GRANT OEG-1-6-062120-1367

DESCRIPTORS- *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL PROGRAMS, *EDUCATIONAL RESEARCH, *SOCIOLOGY, *STUDENT PROJECTS, NEW YORK, NEW YORK CITY, RESEARCH PROJECTS, RESEARCH SKILLS, SPECIAL EDUCATION, TRAINING,

START DATE 05-27-66 END DATE 08-31-67

THE PROPOSED DEPARTMENTAL-BUREAU 5-YEAR TRAINING PROGRAM IS INTENDED TO CONTRIBUTE TO THE DEVELOPMENT OF (1) RESEARCH ADMINISTRATORS IN EDUCATIONAL RESEARCH AND (2) SOCIOLOGICAL RESEARCHERS ON EDUCATION. NINE STUDENTS IN THEIR FIRST THROUGH THIRD YEAR OF GRADUATE TRAINING ARE PROPOSED FOR THE FIRST FULL YEAR, WITH AN ADDITIONAL THREE STUDENTS AT THE FOURTH-YEAR LEVEL IN EACH ENSUING YEAR. THE PROGRAM ENTAILS--(A) SUPERVISION OF TRAINEES AND COORDINATION OF PROGRAM BY A HALF-TIME TRAINING DIRECTOR, (B) A WEEKLY

SEMINAR FOR DISCUSSION OF TRAINEES, EXPERIENCES ON PROJECTS AND IN THE FIELD, TRAINEES, RESEARCH PAPERS, COMPUTER DATA PROCESSING, DATA BANK UTILIZATION, AND ON GOING PROJECTS AT THE BUREAU OF APPLIED SOCIAL RESEARCH, (C) APPRENTICESHIPS OF SECOND THROUGH FOURTH-YEAR STUDENTS ON RESEARCH PROJECTS WITH REQUIREMENT OF WRITING A PAPER BASED ON THESE PROJECTS (OR INDEPENDENT RESEARCH FOR DISSERTATION STUDENTS), (D) A TECHNICAL DATA SPECIALIST TO ORGANIZE RESEARCH MATERIALS AND ASSIST STUDENTS IN DATA RETRIEVAL AND COMPUTER USE, (E) ONE FOREIGN SCHOLAR IN EDUCATION PER YEAR TEACHING IN THE DEPARTMENT, (F) FIELD WORK IN EDUCATIONAL SETTINGS, (G) PARTIAL INTEGRATION WITH THE NATIONAL INSTITUTE OF MENTAL HEALTH TRAINING PROGRAM IN METHODOLOGY, AND (H) A CORE OF CURRICULUM INCLUDING A NEW REQUIRED COURSE IN THE SOCIOLOGY OF EDUCATION. (GC)

EP 010 008 24

TOWSON EDUCATIONAL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- MOSER, HAROLD E.
TOWSON STATE COLL., BALTIMORE, MD.
BUREAU NUMBER BR-6-2076 PROP DATE 66
GRANT OEG-1-6-062076-1368

DESCRIPTORS- *COLLEGE PROGRAMS, *EDUCATIONAL RESEARCH, *RESEARCH OPPORTUNITIES, *RESEARCH PROJECTS, BALTIMORE, DATA ANALYSIS, MARYLAND, MEASUREMENT TECHNIQUES, TRAINING,

START DATE 05-27-66 END DATE 08-30-67

THE PROGRAM IS PLANNED AS A 12-MONTH UNDERGRADUATE EDUCATIONAL RESEARCH TRAINING PROGRAM AND WILL CONSTITUTE (1) THREE FOUR-CREDIT-HOUR COURSES IN THE BASIC CONCEPTS OF MEASUREMENT, EXPERIMENTAL DESIGN, AND DATA ANALYSIS, (2) A 15-WEEK LABORATORY SESSION IN TABULATION, GRAPHIC METHODS, AND USE OF CALCULATORS, (3) A FOUR-CREDIT-HOUR COURSE IN THE RESEARCH LITERATURE ON SCHOOL LEARNING, (4) A SIX-CREDIT-HOUR RESEARCH PRACTICUM AND CRITIQUE IN THE SUMMER SESSION, AND (5) A NINE-MONTH COLLOQUIUM SERIES ON EDUCATIONAL RESEARCH. THE BASIC GOALS OF THE PROGRAM ARE TO HAVE THE PARTICIPANTS ACQUIRE (1) THE ABILITY TO READ, ANALYZE, INTERPRET, AND EVALUATE EDUCATIONAL RESEARCH, AND (2) THE BASIC CONCEPTS AND TECHNIQUES TO INITIATE AND CONDUCT RESEARCH PROJECTS IN EDUCATION. (GD)

EP 010 009 24

GRADUATE RESEARCH TRAINING PROGRAM.
INVESTIGATOR- ACKERMAN, DONALD H.
SOUTHERN CONNECTICUT STATE COLL., NEW HAVEN
BUREAU NUMBER BR-6-2525 PROP DATE 66
GRANT OEG-1-6-062525-1365

DESCRIPTORS- *EDUCATIONAL PLANNING, *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL PROGRAMS, CONNECTICUT, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL RESEARCH, NEW HAVEN, TRAINING,

START DATE 05-27-66 END DATE 06-01-67

THE PURPOSE OF THE GRADUATE DIVISION IS TO TRAIN EDUCATIONAL RESEARCHERS THROUGH THE DEVELOPMENT OF A RESEARCH TRAINING CENTER, AND TO DEVELOP A FIELD SERVICES PROGRAM FOR LOCAL SCHOOL SYSTEMS IN ORDER TO PROVIDE FOR THE APPRAISAL AND EVALUATION OF ONGOING PROGRAMS. PLANS ARE FORESEEN FOR EDUCATIONAL RESEARCH TRAINEES TO PARTICIPATE IN PLANNING, CONDUCTING, AND EVALUATING RESEARCH PROJECTS IN THEIR OWN SCHOOL SYSTEMS, WHICH WOULD AFFORD VALUABLE SERVICES TO THE COMMUNITIES INVOLVED IN THE TRAINING PROGRAM. THIS POTENTIAL PROGRAM WOULD ENCOURAGE LOCAL SCHOOL SUPERINTENDENTS AND BOARDS OF EDUCATION TO SELECT CANDIDATES FOR THE PROGRAM AND SHARE IN THE COOPERATIVE DEVELOPMENT OF THE COURSE OF STUDY. IT IS PROPOSED THAT 15 TRAINEES BE SELECTED FOR FULL-TIME GRADUATE STUDY. IN ADDITION TO THE MONEY PAID EACH TRAINEE BY THE GOVERNMENT, THE LOCAL SCHOOL SYSTEM WILL PAY THE ADDITIONAL DIFFERENTIAL IN SALARY SINCE THE TRAINEES WILL PERFORM SERVICES IN RESEARCH ON LOCAL PROJECTS. THIS WOULD ENCOURAGE CAPABLE CANDIDATES TO APPLY FOR ADMISSION TO THE PROGRAM WITHOUT A SUBSTANTIAL LOSS OF SALARY. BECAUSE OF THE LACK OF EXPERIENCED EDUCATIONAL RESEARCHERS TODAY, AS WELL AS THE RESULTANT LACK OF ADEQUATE EVALUATION OF ONGOING PROJECTS IN LOCAL SCHOOL DISTRICTS, THIS PROGRAM WILL BE AN IMPORTANT STEP IN THE SOLUTION OF THESE PROBLEMS NATIONALLY AS WELL AS IN THE SCHOOLS OF CONNECTICUT AND VICINITY. (GC)

EP 010 010 24

RESEARCH TRAINING IN SCIENCE EDUCATION.
INVESTIGATOR- WATSON, FLETCHER G.
HARVARD UNIV., GRADUATE SCHOOL OF EDUCATION
BUREAU NUMBER BR-6-2406
GRANT OEG-1-6-062406-1401

DESCRIPTORS- *DOCTORAL DEGREES, *GRADUATE STUDY, *WORK-STUDY PROGRAMS, BEHAVIORAL SCIENCES, CAMBRIDGE, COURSE ORGANIZATION, EDUCATIONAL RESEARCH, HIGHER EDUCATION, MASSACHUSETTS, RESEARCH SKILLS, SCIENCE COURSES, SCIENCE EDUCATION, STUDENT LEADERSHIP, STUDENT RESEARCH, TRAINING,

START DATE 05-27-66 END DATE 08-30-67

DOCTORATE STUDENTS IN SCIENCE EDUCATION WILL PURSUE THEIR DEGREES BY CONCENTRATING THEIR ACADEMIC STUDIES IN BOTH PURE SCIENCES AND THE BEHAVIORAL SCIENCES, AND BY APPLYING THESE TWO AREAS OF ACADEMIC WORK TO REALISTIC EXPERIENCES IN COURSE DEVELOPMENT, SUPERVISION OF BEGINNING TEACHERS, AND PARTICIPATION IN CURRENT RESEARCH PROJECTS. IN ADDITION, INTERDISCIPLINARY SEMINARS, VISITING SPEAKERS, AND PLANNING SESSIONS WILL BE USED, PROVIDING OPPORTUNITIES FOR THE STUDENTS TO PARTICIPATE WITH FACULTY MEMBERS IN MANY ROLES. IT IS BELIEVED THAT SUCH A RESEARCH-ORIENTED PROGRAM WILL BETTER PREPARE STUDENTS TO FUNCTION EFFECTIVELY IN CURRENT POSITIONS COMMITTED TO RESEARCH, CRITICAL THOUGHT AND ANALYSIS, AND PUBLICATION. THE DURATION OF THE PROGRAM WILL BE 5 YEARS, AND DURING THIS PERIOD 13 STUDENTS SHOULD COMPLETE THEIR STUDY. (JH)

EP 010 011 24

A 2-YEAR GRADUATE PROGRAM TO PREPARE MASTER'S DEGREE CANDIDATES FOR RESEARCH ON THE "TEACHING-LEARNING" PROCESS.
INVESTIGATOR- MOORE, J. WILLIAM
BUCKNELL UNIV., LEWISBURG, PA.
BUREAU NUMBER BR-6-1862 PROP DATE 17 MAY 66
GRANT OEG-1-6-061862-1089

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL PROGRAMS, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL PLANNING, EDUCATIONAL PSYCHOLOGY,

LEWISBURG, PENNSYLVANIA, SPECIAL EDUCATION, TRAINING,

START DATE 09-01-66 END DATE 08-31-67

THE PURPOSE OF THIS TRAINING PROPOSAL IS TO PREPARE GRADUATE STUDENTS IN EDUCATIONAL RESEARCH AT THE MASTER'S DEGREE LEVEL WITH SPECIAL COMPETENCY FOR DIRECTING RESEARCH IN THE TEACHING-LEARNING PROCESS EMPHASIZING THE INDIVIDUALIZATION OF INSTRUCTION. SINCE RESEARCH ON THE TEACHING-LEARNING PROCESS IS CENTRAL TO THE PURPOSES OF EDUCATION, THIS AREA SHOULD BE GIVEN FIRST PRIORITY IN THE PREPARATION OF THE EDUCATIONAL RESEARCHER. FURTHER, TO MEET THE IMMEDIATE NEED FOR RESEARCH PERSONNEL IN SCHOOLS AND COLLEGES, TRAINEES MUST BE SKILLED IN CONDUCTING REAL RESEARCH PROJECTS IN THIS AREA. FEW GRADUATE PROGRAMS FOR THIS TYPE OF PREPARATION OF EDUCATIONAL RESEARCHERS EXIST OR SATISFY THE NEED TO EXPAND HIGH QUALITY MASTER'S DEGREE INTERN-TYPE PROGRAMS AS WELL AS THE PH.D. BUCKNELL'S MASTERS DEGREE PROGRAM IN EDUCATIONAL RESEARCH IS A 2-YEAR INTERDISCIPLINARY PROGRAM AND IS BELIEVED TO BE OF THE QUALITY NECESSARY FOR PREPARING GRADUATE STUDENTS COMPETENT TO ASSUME RESPONSIBILITY IN A GREAT NUMBER OF RESEARCH POSITIONS WHERE PH.D'S ARE NOT AVAILABLE. A SURVEY OF SCHOOL SYSTEMS AND COLLEGES IN THE REGION INDICATES THAT ALL WHO COMPLETE THE PROGRAM CAN IMMEDIATELY BE PLACED IN RESEARCH POSITIONS. (GC)

EP 010 012 24

DOCTORAL TRAINING PROGRAM IN TEST DEVELOPMENT, EVALUATION, AND RESEARCH TECHNIQUE.
INVESTIGATOR- DAVIS, FREDERICK B.
UNIV. OF PENNSYLVANIA, GRAD. SCHOOL OF EDUCATION
BUREAU NUMBER BR-6-1842
GRANT OEG-1-6-061842-0931

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *MEASUREMENT TECHNIQUES, *TESTING, *WORK-STUDY PROGRAMS, CORE CURRICULUM, DOCTORAL DEGREES, INTERN, PENNSYLVANIA, PHILADELPHIA, RESEARCH SKILLS, SUMMER WORKSHOP, TEST CONSTRUCTION, TEST INTERPRETATION,

START DATE 05-01-66 END DATE 06-30-67

EDUCATIONAL RESEARCH WORKERS WILL BE TRAINED AT THE DOCTORAL LEVEL TO (1) DESIGN, CONSTRUCT, AND EVALUATE MEASURING INSTRUMENTS, (2) INTERPRET TEST SCORES, (3) DIRECT SCHOOL MEASUREMENT PROGRAMS, AND (4) DESIGN AND CARRY OUT RIGOROUS RESEARCH STUDIES IN THE FIELD OF TESTING. A CORE CURRICULUM WILL BE PROVIDED FOR THIS PURPOSE, INCLUDING ACADEMIC COURSES DURING THE REGULAR SCHOOL YEAR AND PRACTICAL WORK IN SUMMER INSTITUTES. THESE SUMMER SESSIONS WILL PROVIDE ACTIVITIES FOR INTERNSHIP IN SCHOOLS AND IN CERTAIN FACILITIES OF THE UNIVERSITY OF PENNSYLVANIA, INCLUDING ITS COMPUTER CENTER, TEST SCORING AND ADVISORY SERVICE CENTER, AND TEST DEVELOPMENT LABORATORY. TEN PARTICIPANTS PER YEAR ARE EXPECTED TO ENTER THE PROGRAM OVER A 3-YEAR PERIOD. ATTENDANCE WILL BE 3 YEARS FOR EACH TRAINEE. (JH)

EP 010 013 24

A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE GRADUATES.
INVESTIGATOR- LYON, RHEE
NORTHWESTERN UNIV., SCHOOL OF EDUCATION
BUREAU NUMBER BR-5-8357 PROP DATE 30 MAR 65
CONTRACT OEC-3-6-058357-0844

DESCRIPTORS- *ASPIRATION, *CAREER CHOICE, *MARRIAGE, ATTITUDES, BACKGROUND, EVANSTON, FEMALE, GRADUATE SURVEYS, ILLINOIS, MOTHER ATTITUDES, QUESTIONNARIES,

START DATE 05-01-66 END DATE 08-31-67

THE DEGREE OF RELATIONSHIP BETWEEN ATTITUDES TOWARDS CAREERS AND A VARIETY OF SUCH BACKGROUND FACTORS AS AGE, COLLEGE MAJOR, AND GEOGRAPHIC MOBILITY WILL BE TESTED. ATTEMPTS WILL BE MADE TO DETERMINE WHETHER INTERESTS AND AMBITIONS CHANGE IN SPECIFIC DIRECTIONS DURING MARRIAGE. THE NATURE OF THE DISPARITY BETWEEN CAREER INVOLVEMENT AS AN IDEAL AND ACTUAL CAREER EXPECTATIONS WILL BE EXAMINED. A SELF-ADMINISTERING QUESTIONNAIRE WILL BE USED. THE DATA RECEIVED WILL BE TREATED DESCRIPTIVELY. NON-PARAMETRIC STATISTICS WILL BE USED TO TEST THE SIGNIFICANCE OF RELATIONSHIP. (HS)

EP 010 014 24

COOPERATIVE GRADUATE PROGRAM FOR TRAINING IN EDUCATIONAL RESEARCH.
INVESTIGATOR- SAH, NORMAN H.
LEHIGH UNIV., BETHLEHEM, PA.
BUREAU NUMBER BR-6-1757 PROP DATE 66
GRANT OEG-1-6-061757-0934

DESCRIPTORS- *EXPERIMENTAL TEACHING, *GRADUATE STUDY, *INSTRUCTIONAL IMPROVEMENT, *RESEARCH SKILLS, *WORK-STUDY PROGRAMS, BETHLEHEM, COLLEGE-HIGH SCHOOL COOPERATION, COOPERATIVE PROGRAMS, EDUCATIONAL RESEARCH, INTERN, PENNSYLVANIA, TRAINING,

START DATE 05-01-66 END DATE 08-31-67

COMPETENT EDUCATIONAL RESEARCHERS WILL BE TRAINED IN A GRADUATE STUDY PROGRAM DESIGNED FOR INSTRUCTIONAL IMPROVEMENT. IT WILL INTEGRATE DIDACTIC STUDY AND ANALYTICAL DEVELOPMENT WITH EXPERIMENTAL-SITUATIONAL ACTIVITIES. A COOPERATIVE COMPONENT WITH EDUCATIONAL ORGANIZATIONS FROM PRESCHOOL THROUGH COLLEGE WILL BE INCORPORATED INTO THE PROJECT. OVER 30 PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS IN THE LEHIGH VALLEY REGION OF PENNSYLVANIA WILL BE INVOLVED. THE PROJECT IS DESIGNED TO DEVELOP THE ANALYTICAL ABILITY OF THE TRAINEES AND TO EXTEND THEIR INFORMATION BACKGROUNDS THROUGH COURSE WORK, INTERNSHIP, AND EXPERIMENTAL-SITUATIONAL ACTIVITIES. THESE LATTER ACTIVITIES WILL INVOLVE A SYSTEMATIC EVALUATION OF THE EDUCATIONAL RESEARCH NEEDS OF THE COOPERATING SCHOOLS, THE CONDUCTING OF RESEARCH, THE DISSEMINATION OF THE RESEARCH FINDINGS, AND THE IMPLEMENTATION OF RECOMMENDED PROGRAMS FOR CHANGE. THE NUMBER OF GRANT SUPPORTED STUDENTS TO PARTICIPATE THE FIRST YEAR WILL BE 20. (JH)

EP 010 015 24

PROGRAM DEVELOPMENT FOR COOPERATIVE GRADUATE PROGRAM FOR TRAINING IN EDUCATIONAL RESEARCH.
INVESTIGATOR- SAH, NORMAN H.
LEHIGH UNIV., BETHLEHEM, PA.

BUREAU NUMBER BR-6-1782
GRANT OEG-1-6-061782-1102

DESCRIPTORS- *CORE CURRICULUM, *GRADUATE STUDY, *PROGRAM DEVELOPMENT, *SUPPLEMENTARY PROGRAMS, *TEACHER TRANSFER, BETHLEHEM, EDUCATIONAL RESEARCH, INSTRUCTIONAL STAFF, PENNSYLVANIA,

START DATE 05-01-66 END DATE 08-31-67

A DEVELOPMENT PROGRAM WILL BE CONDUCTED TO SUPPLEMENT A COOPERATIVE GRADUATE TRAINING PROJECT IN EDUCATIONAL RESEARCH. THE INTERDISCIPLINARY REQUIREMENTS OF THIS NEW TRAINING PROJECT WILL MAKE NECESSARY THE RECOMMITMENT OF CERTAIN PROFESSIONAL PERSONNEL OF THE CURRENT EDUCATIONAL RESEARCH STAFF ON CAMPUS. THIS PROGRAM WILL PROVIDE REPLACEMENTS OF THESE STAFF MEMBERS SO AS NOT TO WEAKEN OTHER GRADUATE PROGRAMS WHICH ARE IN OPERATION AT THIS TIME. IT WILL ALSO PROVIDE THE POTENTIAL FOR FURTHER DEVELOPING CURRICULAR ABILITIES IN THE AREA OF EDUCATIONAL RESEARCH. (JH)

EP 010 016 24

UNIVERSITY OF PITTSBURGH EDUCATIONAL RESEARCH DOCTORAL PROGRAM DEVELOPMENT.
INVESTIGATOR- LINDVALL, C.M.
UNIVERSITY OF PITTSBURGH
BUREAU NUMBER BR-6-1938
GRANT OEG-1-6-061938-1100

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *RESEARCH INSTITUTES, *WORK-STUDY PROGRAMS, GRADUATE STUDY, PENNSYLVANIA, PITTSBURGH, PROGRAM DEVELOPMENT, RESEARCH METHODOLOGY, RESEARCH PROJECTS, TRAINING,

START DATE 05-01-66 END DATE 08-31-67

THIS DOCTORAL-LEVEL PROGRAM DEVELOPMENT IS DESIGNED TO IMPROVE AN EXISTING DOCTORAL PROGRAM IN EDUCATIONAL RESEARCH BY PROVIDING FOR FACULTY AUGMENTATION AND A RESULTING INCREASE IN THE NUMBER OF EDUCATIONAL RESEARCHERS. TRAINED RESEARCHERS ARE NEEDED TO (1) DIRECT PROGRAMS FOR THE EVALUATION OF NEW CURRICULUMS AND OTHER INNOVATIONS, (2) ORGANIZE AND SUPERVISE DEVELOPMENT AND RESEARCH PROGRAMS IN SCHOOL SYSTEMS, AND (3) STAFF THE RECENTLY APPROVED NATIONAL NETWORK OF REGIONAL EDUCATIONAL LABORATORIES AND RESEARCH AND DEVELOPMENT CENTERS. (GD)

EP 010 017 24

PROGRAM DEVELOPMENT FOR RESEARCH IN PHYSICAL EDUCATION, AND GRADUATE RESEARCH TRAINING PROGRAM IN PHYSICAL EDUCATION.
INVESTIGATOR- MASSEY, BENJAMIN H.
PENNSYLVANIA STATE UNIV., COLL. OF HEALTH AND P.E.
BUREAU NUMBER BR-6-2277 PROP DATE 07 JUN 66
GRANT OEG-1-6-062276-1099

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *HEALTH EDUCATION, *PHYSICAL EDUCATION, *SKILL CENTERS, EDUCATIONAL PROGRAMS, FACILITY EXPANSION, PENNSYLVANIA, UNIVERSITY PARK,

START DATE 09-01-66 END DATE 08-31-67

THE RESEARCH TRAINING PROGRAM FOR WHICH GRADUATE TRAINEE SUPPORT IS REQUESTED IN THIS PROPOSAL IS DESIGNED TO PREPARE EDUCATIONAL RESEARCH WORKERS IN THE FIELDS OF PHYSICAL EDUCATION AND RECREATION. THIS PROGRAM WHICH WAS RECENTLY INITIATED HAS CENTERED UPON THE CONSTRUCTION OF RESEARCH FACILITIES AND THE APPOINTMENT OF FACULTY MEMBERS WITH RESEARCH-ORIENTED, SUBSTANTIVE COURSES. NINE RESEARCH FACULTY MEMBERS HAVE BEEN APPOINTED SINCE 1963. THE HUMAN PERFORMANCE LABORATORY HAS RECENTLY BEEN COMPLETED AND IS NOW FULLY OPERATIONAL. A TESTS AND MEASUREMENTS CENTER IS BEING DEVELOPED, AND ADDITIONAL RESEARCH FACILITIES FOR A BIOMECHANICS RESEARCH LABORATORY AND A STUDENT EXERCISE PHYSIOLOGY LABORATORY WILL BE AVAILABLE DURING 1968. AREAS OF RESEARCH SPECIALIZATION WHICH ARE CURRENTLY BEING DEVELOPED INCLUDE EXERCISE PHYSIOLOGY, KINESIOLOGY AND BIOMECHANICS, MEASUREMENT AND EVALUATION, AND OUTDOOR EDUCATION. ALTHOUGH THE MAJORITY OF THE COST INVOLVED IN THE TOTAL PROGRAM HAS BEEN AND WILL BE BORNE BY THE UNIVERSITY, THE CONTINUED DEVELOPMENT OF THE PROGRAM IS DEPENDENT UPON THE RECEIPT OF FINANCIAL SUPPORT FOR GRADUATE RESEARCH TRAINEESHIPS AND ADDITIONAL RESEARCH TRAINEESHIPS, WHILE AN ACCOMPANYING PROPOSAL FOR A RESEARCH PROGRAM DEVELOPMENT GRANT CONTAINS THE REQUEST FOR RESEARCH EQUIPMENT AND SUPPLIES. (JL)

EP 010 018 08

SURVEY TO DETERMINE APPROPRIATE OCCUPATIONAL TRAINING PROGRAMS IN THE FIELD OF DISTRIBUTION AND MARKETING AT VARIOUS LEVELS OF EDUCATION.
INVESTIGATOR- PECK, CHARLES E.
UNIVERSITY OF WASHINGTON, COLL. OF BUSINESS ADMIN.
BUREAU NUMBER BR-5-1327
GRANT OEG-4-6-051327-1724

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *INSTRUCTIONAL PROGRAMS, *LABOR MARKET, *SECONDARY EDUCATION, *VOCATIONAL EDUCATION, CAREER PLANNING, CURRICULUM DEVELOPMENT, DROPOUTS, ECONOMICALLY DISADVANTAGED, SCHOOL-COMMUNITY PROGRAMS, SEATTLE, WASHINGTON,

START DATE 06-01-66 END DATE 11-30-67

HOW TO INCREASE THE OPPORTUNITIES FOR EDUCATION IN THE FIELD OF DISTRIBUTION FOR YOUTH IN SECONDARY SCHOOLS AND FOR YOUTH AND ADULTS IN POST SECONDARY EDUCATIONAL INSTITUTIONS WILL BE THE GOAL OF THIS PROGRAM. WHILE STRONG DISTRIBUTIVE EDUCATION PROGRAMS HAVE BEEN IN OPERATION FOR OVER 20 YEARS, CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PROCEDURES HAVE BEEN APPROACHED FROM THE VIEWPOINT OF ASSISTING THE EMPLOYED WORKER TO INCREASE HIS JOB EFFICIENCY AND TO DEVELOP HIS POTENTIAL ABILITIES. THE STUDY EMPLOYED PERSONAL INTERVIEWS BECAUSE THEY PROVIDED MORE INFORMATION, IN APPROPRIATE DETAIL, FROM MORE RESPONDENTS THAN WOULD ANY OTHER APPROACH. THE GEOGRAPHIC AREA INVOLVED IN THIS STUDY IS RELATIVELY COMPACT, AND EXTENSIVE TRAVEL IS NOT NECESSARY IN SEEKING OUT THE RELEVANT POPULATION OF RESPONDENTS. COMPETENT INTERVIEWERS WERE AVAILABLE, AND THERE WAS ENOUGH TIME TO PROCEED WITH THE TASK OF GATHERING THE DESIRED INFORMATION IN THIS FASHION. THE STUDY WAS CONCERNED WITH OWNERS, MANAGERS, OR PERSONNEL MANAGERS OF ALL BUSINESS ORGANIZATIONS EMPLOYING PERSONS IN DISTRIBUTIVE-TYPE POSITIONS. (JL)

EP 010 019 24
GRADUATE INTERN PROGRAM FOR TRAINING IN EDUCATION RESEARCH.
INVESTIGATOR- DONOVAN, CHARLES F.
BOSTON COLL., OFFICE OF EDUCATIONAL RESEARCH
BUREAU NUMBER BR-6-1925
GRANT OEG-1-6-061925-0951

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *INNOVATIONS, CHESTNUT HILL, CURRICULUM DEVELOPMENT, MASSACHUSETTS, PROGRAM DEVELOPMENT, PROGRAM PLANNING,

START DATE 05-01-66 END DATE 09-01-67

DOCTORAL-LEVEL EDUCATIONAL RESEARCHERS WITH SPECIALIZED COMPETENCE IN THE EVALUATION OF EDUCATIONAL INNOVATIONS WILL BE TRAINED. AN INTERDISCIPLINARY APPROACH INVOLVING THE RESOURCES OF THE DEPARTMENTS OF EDUCATION, PSYCHOLOGY, SOCIOLOGY AND THE INSTITUTE OF HUMAN SCIENCES WILL BE EMPLOYED PRIOR TO AND CONCURRENTLY WITH INTERN EXPERIENCES IN LOCAL SCHOOL SYSTEMS AND OTHER AGENCIES INVOLVED IN CURRICULUM EXPERIMENTATION AND CHANGE. FIRST- AND SECOND-YEAR GRADUATE STUDENTS WILL BE ACCEPTED FOR THE PROGRAM, BUT EMPHASIS WILL BE PLACED ON THE RECRUITMENT OF OUTSTANDING COLLEGE SENIORS FOR CAREERS IN EDUCATIONAL RESEARCH. COURSE WORK TOTALING A MINIMUM OF 78 SEMESTER HOURS BEYOND THE BACCALAUREATE WILL BE REQUIRED OF FIRST-YEAR GRADUATE STUDENTS IN THE PROGRAM. FOR PROGRAM PARTICIPANTS WHO HAVE ALREADY BEEN AWARDED MASTER'S DEGREES, THE MINIMUM ADDITIONAL PREPARATION WILL BE 48 SEMESTER HOURS. FOR BOTH CLASSES OF STUDENTS A YEAR-LONG EXPERIENCE AS AN INTERN IN ONE OR MORE EDUCATIONAL RESEARCH SETTINGS WILL BE REQUIRED. THE COURSES CONSTITUTING THE CORE OF THE PROGRAM INCLUDE STATISTICS I, STATISTICS II, MULTIVARIATE ANALYSIS, CURRICULUM AND EVALUATION THEORY, CONSTRUCTION OF EVALUATION INSTRUMENTS, EXPERIMENTAL DESIGN, INFORMATION PROCESSING, AND SEMINARS IN EDUCATION INNOVATIONS, EDUCATIONAL RESEARCH, PSYCHOLOGY OF LEARNING, AND EDUCATIONAL MEASUREMENT. ADDITIONAL OFFERINGS FROM THE DEPARTMENTS OF PSYCHOLOGY, SOCIOLOGY, AND THE INSTITUTE OF HUMAN SCIENCES WILL BE INCLUDED IN STUDENT PROGRAMS. (HS)

EP 010 020 24
A SURVEY OF MUSIC EDUCATION MATERIALS AND THE COMPILATION OF AN ANNOTATED BIBLIOGRAPHY.
INVESTIGATOR- COLLINS, THOMAS
UNIVERSITY OF MIAMI, CORAL GABLES, FLA.
BUREAU NUMBER BR5-1334 PROP DATE 26 MAY 65
CONTRACT OEC-2-6-051334-1895

DESCRIPTORS- *BIBLIOGRAPHY, *MUSIC EDUCATION, *SURVEYS, CORAL GABLES, FLORIDA, MUSIC EDUCATORS NATIONAL CONFERENCE,

START DATE 06-13-66 END DATE 01-13-67

A SURVEY WILL BE MADE OF THE EXISTING PRINTED MATERIALS IN THE AREA OF MUSIC EDUCATION TO FORMULATE A SELECTED, ANNOTATED BIBLIOGRAPHY. A NUMBER OF SPECIALISTS IN MUSIC EDUCATION WILL BE ASKED TO SUBMIT ITEMS WHICH THEY THINK ARE WORTHY OF BEING INCLUDED IN THIS REPORT. A PROJECT COORDINATOR WILL THEN ORGANIZE THE DATA AND PREPARE IT FOR PRINTING. THESE PROCEDURES SHOULD BE COMPLETED AFTER ONE YEAR. THE COMPLETED BIBLIOGRAPHY WILL BE SUBMITTED TO RESEARCH COUNCIL MEMBERS OF THE MUSIC EDUCATORS NATIONAL CONFERENCE (MENC) FOR ADDITIONS, DELETIONS, AND SUGGESTIONS. (JH)

EP 010 021 24
MID-SOUTH UNDERGRADUATE TRAINING AND DEVELOPMENT PROGRAM.
INVESTIGATOR- FORTUNE, JIMMIE C.
MEMPHIS STATE UNIV.
BUREAU NUMBER BR-6-1870
GRANT OEG-2-6-061869-1355

DESCRIPTORS- *CLASSROOM TECHNIQUES, *EDUCATIONAL RESEARCH, *SPECIAL EDUCATION, *TEACHER EDUCATION, CURRICULUM EVALUATION, EDUCATIONAL PROGRAMS, HIGHER EDUCATION, MEMPHIS, READING DEVELOPMENT, RESEARCH METHODOLOGY, SOCIOLOGY, TENNESSEE,

START DATE 05-20-66 END DATE 08-31-67

THE TRAINING PROPOSAL WILL PROVIDE 80 STIPENDS FOR A 5-YEAR PROGRAM OF UNDERGRADUATE RESEARCH TRAINING. THE PROPOSED PROGRAM WILL INVOLVE 20 JUNIORS AND 15 SENIORS IN A PROGRAM OF APPLIED EDUCATIONAL RESEARCH TRAINING. IT WILL OPERATE AROUND THE CORE OF TWO SIX-SEMESTER-HOUR TECHNICAL SKILLS AND PRACTICUM APPLICATION COURSES TO BE OFFERED AT THE JUNIOR LEVEL. THE SENIOR YEAR REQUIRED EXPERIENCE WILL INCLUDE TWO THREE-SEMESTER-HOUR COURSES IN COMPREHENSIVE STUDY OF RESEARCH METHODOLOGY. THE PROGRAM INCLUDES ELECTIVE COURSE OFFERINGS IN SPECIALTY AREA COURSES, PRACTICUM COURSES CONCERNED WITH APPLIED RESEARCH IN THE SPECIALTY AREAS (TEACHER EDUCATION, READING INSTRUCTION, AND SPECIAL EDUCATION), OR BOTH. (JL)

EP 010 022 24
TRAINEESHIPS AND DEVELOPMENT FOR A DOCTORAL PROGRAM IN EDUCATIONAL PSYCHOLOGY.
INVESTIGATOR- LESTER, CHARLES T.
EMORY UNIV., ATLANTA
BUREAU NUMBER BR-6-2020
GRANT OEG-2-6-062020-1354

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL PSYCHOLOGY, *GRADUATE STUDY, *RESEARCH SKILLS, ATLANTA, EDUCATIONAL RESEARCH, GEORGIA, SPECIAL EDUCATION, SPECIAL PROGRAMS, TRAINING,

START DATE 05-20-66 END DATE 08-31-67

TWO TRAINEESHIPS ARE SOUGHT FOR THE INITIAL YEAR OF A NEW DOCTORAL PROGRAM IN EDUCATIONAL PSYCHOLOGY, WITH FOUR FOR THE SECOND YEAR, AND SIX FOR EACH SUCCEEDING YEAR. HEAVY EMPHASIS WILL BE PLACED UPON (1) GENERAL TRAINING IN RELEVANT ASPECTS OF PSYCHOLOGY, (2) STUDY OF EDUCATIONAL INSTITUTIONS, PROCESSES, AND PROBLEMS, (3) STATISTICS AND RESEARCH DESIGNS, (4) AND FIELD EXPERIENCES. THE LATTER WILL INCLUDE TEACHING IN ELEMENTARY OR SECONDARY SCHOOL FOR THOSE WHO HAVE NOT DONE IT, PLUS EXPERIENCE FROM THE VERY BEGINNING IN ACTUAL RESEARCH. PLACEMENTS WILL BE IN STRICTLY PSYCHOLOGICAL RESEARCH PROGRAMS AND IN PROGRAMS IN WHICH EXPLICITLY EDUCATIONAL PROBLEMS ARE STUDIED. THE DOCTORAL PROGRAM WILL BE JOINTLY STAFFED AND ADMINISTERED BY THE DEPARTMENT OF PSYCHOLOGY AND THE INTERDISCIPLINARY DIVISION OF TEACHER

EDUCATION. IT WILL BE DESIGNED FOR OUTSTANDING COLLEGE GRADUATES INTERESTED IN CAREERS IN RESEARCH IN EDUCATIONAL PSYCHOLOGY AND IN RESEARCH IN EDUCATION. IT WILL EXTEND FROM 3 TO 4 YEARS, DEPENDING UPON THE STUDENT'S BACKGROUND. (GC)

EP 010 023 24

UNDERGRADUATE SOCIAL RESEARCH TRAINING--PROBLEMS OF EDUCATIONAL ADMINISTRATION IN SMALL CONSOLIDATED SCHOOL DISTRICTS.
INVESTIGATOR- BURNA, JOHN H.
GRINNELL COLL., IOWA
BUREAU NUMBER BR-6-2443
GRANT OEG-3-6-062443-1397

DESCRIPTORS- *EDUCATIONAL PROBLEMS, *EDUCATIONAL RESEARCH *BEHAVIORAL SCIENCE RESEARCH, *RURAL AREAS, EDUCATIONAL PROGRAMS, GRINNELL, IOWA, SCHOOL DISTRICTS,

START DATE 05-23-66 END DATE 12-31-67

THE AIM OF THE PROJECT IS TO INTEREST SUPERIOR UNDERGRADUATES IN THE APPLICATION OF BEHAVIORAL SCIENCE TECHNIQUES TO PROBLEMS RELATED TO EDUCATION. STUDENTS WILL BE COMBINED INTO SMALL GROUPS, TRAINED IN THE TECHNIQUES OF BEHAVIORAL RESEARCH, AND GIVEN PRACTICE IN A COMMUNITY EDUCATIONAL SITUATION. THEY WILL FOCUS ON THE TYPE OF EDUCATIONAL AND SOCIAL PROBLEMS FACED BY EDUCATIONAL ADMINISTRATORS IN SMALL CONSOLIDATED SCHOOL DISTRICTS, WHICH CAN BE SOLVED OR AT LEAST CLARIFIED BY THE USE OF DATA GATHERED AND ANALYZED THROUGH SOCIAL RESEARCH TECHNIQUES. THE SPECIAL FOCUS WILL BE ON A CONTIGUOUS GROUP OF 10 SMALL CONSOLIDATED SCHOOL DISTRICTS IN CENTRAL IOWA, ONE OF WHICH IS ASSOCIATED WITH A LARGE CITY. (GD)

EP 010 024 24

EDUCATIONAL RESEARCH SPECIALIST TRAINEESHIPS IN EDUCATIONAL PSYCHOLOGY.
INVESTIGATOR- DI VESTA, FRANCIS J.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-2018
GRANT OEG-1-6-062018-1376

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *GRADUATE STUDY, *RESEARCH SKILLS, EDUCATIONAL RESEARCH, PENNSYLVANIA, SPECIAL EDUCATION, SPECIAL PROGRAMS, TRAINING, UNIVERSITY PARK,

START DATE 05-25-66 END DATE 08-30-67

A NEW TRAINING PROGRAM FOR EDUCATIONAL RESEARCH SPECIALISTS IN EDUCATIONAL PSYCHOLOGY IS PLANNED. THE ACADEMIC WORK CONSISTS OF COURSES IN METHODOLOGY DESIGN AND MEASUREMENT. COURSES IN EDUCATIONAL PSYCHOLOGY, PSYCHOLOGY, AND RELATED SUBJECTS, AND AN INTERDISCIPLINARY BLOCK OF COURSES TO PROVIDE FOR BREADTH IN RELATING THE DISCIPLINE TO AN EDUCATIONAL AREA OF IMPORTANCE TO ELEMENTARY AND SECONDARY SCHOOLS. PROVISION IS MADE FOR (1) AN INITIAL PRACTICUM IN RELATING EDUCATIONAL PSYCHOLOGY TO RESEARCH ON INSTRUCTIONAL AND EDUCATIONAL PROBLEMS IN EDUCATIONAL SETTINGS, (2) AN INTERNSHIP IN AN ONGOING RESEARCH PROGRAM WITHIN THE COLLEGE OF EDUCATION, (3) FULL-TIME RESEARCH EXPERIENCE IN ANOTHER RESEARCH PROGRAM PREFERABLY IN SUCH ORGANIZATIONS OUTSIDE OF THE UNIVERSITY AS EDUCATIONAL TESTING SERVICE, AND (4) INDEPENDENT RESEARCH ON THE DOCTORAL DISSERTATION. KEY ELEMENTS OF THE PROGRAM ARE THE INTEGRATION OF FORMAL COURSE WORK WITH PROGRESSIVE RESEARCH EXPERIENCES, AND FLEXIBILITY IN ADAPTING TO THE INTERESTS AND PREVIOUS TRAINING OF THE CANDIDATE. (GC)

EP 010 025 24

GRADUATE TRAINING FOR RESEARCH IN LANGUAGE DEVELOPMENT.
INVESTIGATOR- HUNT, KELLOGG W.
FLORIDA STATE UNIV., TALLAHASSEE
BUREAU NUMBER BR-6-2253
GRANT OEG-2-6-062253-1398

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *LANGUAGE DEVELOPMENT, *LINGUISTICS, DOCTORAL DEGREES, FLORIDA, TALLAHASSEE,

START DATE 05-23-66 END DATE 08-31-67

TO TRAIN GRADUATE STUDENTS IN BOTH EDUCATIONAL RESEARCH AND LINGUISTICS AND TO GIVE THEM DIRECT EXPERIENCE IN LANGUAGE DEVELOPMENT RESEARCH ARE THE PURPOSES OF THIS PROGRAM. THE PROGRAM WILL LEAD TO AN M.A. IN ENGLISH LINGUISTICS AT THE END OF 2 YEARS, AND THE THIRD YEAR WILL BE SPENT ON THE STUDENT'S DISSERTATION. UP TO HALF THE STUDENT'S COURSE WORK WILL BE IN ENGLISH LINGUISTICS, ABOUT ONE FOURTH IN METHODS OF EDUCATIONAL RESEARCH, AND ABOUT ONE FOURTH (PLUS THE M.A. THESIS AND DOCTORAL DISSERATION) IN DIRECT EXPERIENCE WITH LANGUAGE DEVELOPMENT RESEARCH. THE GRADUATES OF THIS PROGRAM WILL BE WELL QUALIFIED TO DO ORIGINAL RESEARCH IN LANGUAGE DEVELOPMENT, TO DIRECT THE RESEARCH OF OTHERS, AND TO APPLY THE FINDINGS OF MODERN LINGUISTICS TO THE ENGLISH LANGUAGE CURRICULUM AT ALL LEVELS. (JL)

EP 010 026 08

ALABAMA RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.
INVESTIGATOR- INGRAM, J.F.
STATE DEPT. OF EDUCATION, MONTGOMERY, ALA.
BUREAU NUMBER BR-6-2783 PROP DATE 21 APR 66
GRANT OEG-2-6-062783-2212

DESCRIPTORS- *CURRICULUM GUIDES, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *STATE PROGRAMS, *VOCATIONAL EDUCATION, ALABAMA, MONTGOMERY, RESEARCH PROJECTS,

START DATE 06-27-66 END DATE 06-30-69

IT IS PROPOSED THAT A COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION BE DEVELOPED IN ALABAMA TO COORDINATE RESEARCH ACTIVITIES IN OCCUPATIONAL EDUCATION. MORE SPECIFIC OBJECTIVES WILL BE (1) TO STIMULATE ACTIVITIES WHICH WILL RESULT IN INCREASING INTEREST AND IMPROVING COMPETENCE IN RESEARCH THROUGH INDIVIDUAL AND GROUP CONSULTATION WITH RESEARCHERS, (2) TO PROVIDE ASSISTANCE FOR RESEARCHERS IN RESEARCH DESIGN AND METHODOLOGY, (3) TO COORDINATE RESEARCH PROGRAMS AMONG THE VOCATIONAL AND TECHNICAL EDUCATION SERVICES, (4) TO DISSEMINATE RELEVANT RESEARCH FINDINGS TO INDIVIDUALS IN VOCATIONAL AND TECHNICAL EDUCATION, (5) TO PROVIDE A DESIGN AND METHODOLOGY CRITIQUE SERVICE FOR RESEARCH SUBMITTED FOR FUNDING UNDER TITLE 4 (C) OF PUBLIC LAW 88-210 AND OTHER ACT TITLES, (6) TO PROVIDE RESEARCH

INTERPRETATION ASSISTANCE TO THE VOCATIONAL AND TECHNICAL EDUCATION SERVICES FOR DEVELOPING CURRICULUM GUIDES AND TEACHING MATERIALS. (GC)

EP 010 027 24

PUBLIC SCHOOL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- CURTIS, H.A.
FLORIDA STATE UNIV., TALLAHASSEE
BUREAU NUMBER BR-6-2052
GRANT OEG-2-6-062052-1405

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, DATA PROCESSING, EDUCATIONAL PSYCHOLOGY, EDUCATIONAL RESEARCH, FLORIDA, SPECIAL PROGRAMS, TALLAHASSEE, TRAINING,

START DATE 05-23-66 END DATE 06-30-67

THIS PROPOSAL PROVIDES FOR THE GRADUATE TRAINING OF PUBLIC SCHOOL EDUCATIONAL RESEARCHERS. EACH STUDENT'S PROGRAM IS 3 FULL YEARS IN DURATION AND LEADS TO EITHER THE PH.D. OR ED.D. DEGREE. THE TRAINING PROGRAM PROVIDES FOR 70 CREDIT HOURS OF ACADEMIC COURSE WORK AND RESEARCH EXPERIENCE EVALUATED AT 57 CREDIT HOURS. THE RESEARCH EXPERIENCE WILL BE GAINED BY PARTICIPATING AT INCREASING LEVELS OF SOPHISTICATION IN THE STUDY OF PROBLEMS CENTERED IN PUBLIC SCHOOL EDUCATION. SUPPORT FOR A TOTAL OF 15 TRAINEES IS REQUESTED. FIVE WILL BE INDUCTED EACH YEAR. THE PUBLIC SCHOOLS OF FLORIDA THROUGH THE COOPERATION OF THE STATE DEPARTMENT OF EDUCATION WILL BE USED AS THE FIELD LABORATORY. THE AREAS OF ACADEMIC STUDY INCLUDE EDUCATIONAL TESTS AND MEASUREMENTS, EDUCATIONAL STATISTICS, RESEARCH DESIGN, DATA PROCESSING, AND EDUCATIONAL PSYCHOLOGY. THERE ARE PROVISIONS FOR ELECTIVES AND EACH STUDENT'S PROGRAM WILL BE FLEXIBLE TO THE EXTENT THAT ADJUSTMENTS WILL BE MADE FOR HIS PRIOR PREPARATION AND SPECIAL INTERESTS AND APTITUDES. THE RESEARCH EXPERIENCE WILL BE SUPERVISED BY THE FACULTY OF THE DEPARTMENT OF EDUCATIONAL RESEARCH AND TESTING IN COOPERATION WITH APPROPRIATE PERSONNEL IN THE PUBLIC SCHOOLS. (GC)

EP 010 028 24

IMPROVING ACCESSIBILITY OF EDUCATIONAL MATERIALS--1. RETRIEVAL OF EDUCATIONAL AND PSYCHOLOGICAL TESTS.
INVESTIGATOR- VINSENHALER, JOHN F.
MICHIGAN STATE UNIV., COLL. OF EDUCATION
BUREAU NUMBER BR-5-1144
GRANT OEG-6-16-004

DESCRIPTORS- *INFORMATION RETRIEVAL, *INSTRUCTIONAL AIDS, *INSTRUCTIONAL MATERIALS, *PSYCHOLOGICAL TESTS, *STUDENT RECORDS, EAST LANSING, INFORMATION DISSEMINATION, LEARNING INFORMATION CENTER, LIBRARY MATERIALS, MICHIGAN, PROGRAMING,

START DATE 05-01-66 END DATE 04-30-67

THE FIRST PURPOSE OF THIS PROJECT IS TO DEVELOP AND DISSEMINATE A SET OF COMPUTER PROGRAMS WHICH WILL PERMIT INDIVIDUALS TO USE COMPUTERS IN STORING AND RETRIEVING INFORMATION WITH A MINIMUM OF SPECIAL COMPUTER TRAINING. THE SECOND PURPOSE IS TO DEMONSTRATE THE USE OF THIS SYSTEM OF PROVIDING ACCESS TO VARIOUS DOMAINS OF TEACHING AIDS AND MEDIA AND THEREBY TO ENCOURAGE OTHERS TO UTILIZE THE COMPUTER AS A RELEVANT MEDIUM FOR EDUCATIONAL PURPOSES. THE FIRST PURPOSE DEMANDS THE DESIGN AND DEVELOPMENT OF A BASIC INFORMATION RETRIEVAL SYSTEM (BIRS). THIS SYSTEM OF PROGRAMING WILL BE DESIGNED TO BE FLEXIBLE, PORTABLE, AND EASILY USED BY NON-TECHNICALLY TRAINED PEOPLE. THE SECOND PURPOSE DEMANDS THE USE OF BIRS TO DEVELOP A TEST INFORMATION RETRIEVAL SYSTEM (TIRS) FOR ACHIEVEMENT AND APTITUDE TESTS. THIS APPLICATION SHOULD SERVE AS A GUIDE TO THE USE OF BIRS IN SOLVING OTHER TYPES OF INFORMATION RETRIEVAL PROBLEMS OF INTEREST TO EDUCATION PRACTITIONERS AND STUDENTS. IT IS HOPED THAT BY THE CHOICE OF THESE OBJECTIVES THERE WILL BE NO REASON WHY COMPUTERS CANNOT NOW TAKE AN IMPORTANT PLACE ALONG WITH OTHER ELECTRONIC MEDIA IN MAKING EDUCATIONAL PRACTICE MORE EFFECTIVE. (JL)

EP 010 029 24

GRADUATE RESEARCH TRAINING PROGRAM IN EDUCATION, BEHAVIORAL SCIENCES, AND SOCIAL SCIENCES.
INVESTIGATOR- RAY, JOHN
UNIVERSITY OF TENNESSEE, KNOXVILLE
BUREAU NUMBER BR-6-1864
GRANT OEG-2-6-061864-1390

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, BEHAVIORAL SCIENCES, EDUCATION, KNOXVILLE, SOCIAL SCIENCES, SPECIAL PROGRAMS, TENNESSEE, TRAINING,

START DATE 05-27-66 END DATE 06-01-67

THIS TRAINING PROPOSAL WILL OFFER SELECTED DOCTORAL CANDIDATES IN THE BEHAVIORAL SCIENCES, THE SOCIAL SCIENCES, AND EDUCATION DIRECT INVOLVEMENT IN RESEARCH PROJECTS DEALING WITH EDUCATIONAL PROBLEMS. THESE STUDENTS WILL INTERN FOR AT LEAST FIVE QUARTERS IN FOUR OF THE SCHOOL'S RESEARCH-ORIENTED AGENCIES OR DEPARTMENTS ON CAMPUS. THE TRAINEES' PRIMARY OBLIGATION WILL BE TO MASTER THE RESEARCH TECHNIQUES BEING EMPLOYED PROFESSIONALLY IN EACH AGENCY. IN ADDITION TO THIS INTERNSHIP, THE TRAINEES WILL ATTEND SPECIAL SEMINARS AND WILL BE HEAVILY INVOLVED IN THE RESEARCH TRAINING ALREADY OFFERED BY THEIR RESPECTIVE DEPARTMENTS. (GD)

EP 010 030 24

MULTIDISCIPLINARY GRADUATE PROGRAM FOR PREPARATION OF EDUCATIONAL RESEARCH SPECIALISTS.
INVESTIGATOR- REID, JACKSON B.
UNIVERSITY OF TEXAS, COLL. OF EDUCATION, AUSTIN
BUREAU NUMBER BR-6-2022
GRANT OEG-4-6-062022-1375

DESCRIPTORS- *CORE CURRICULUM, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *SPECIAL SERVICES, *TEACHER EDUCATION, AUSTIN, COMPUTER PROGRAMS, DOCTORAL DEGREES, INTERN, LANGUAGE INSTRUCTION, MATHEMATICS INSTRUCTION, RESEARCH METHODOLOGY, SCIENCE EDUCATION, SOCIAL PSYCHOLOGY, SPECIALIZATION, TEXAS, TRAINING, WORK-STUDY PROGRAMS,

START DATE 05-27-66 END DATE 08-31-67

THIS GRADUATE TRAINING PROGRAM WILL BE DESIGNED TO PREPARE INTERDISCIPLINARY EDUCATIONAL RESEARCH SPECIALISTS. TRAINEES WILL PURSUE DOCTORAL PROGRAMS CUTTING ACROSS

DEPARTMENTAL LINES AND FOCUSING UPON ONE OF THE FOLLOWING RESEARCH AREAS--(1) SCIENCE AND MATHEMATICS EDUCATION, (2) LANGUAGE EDUCATION, (3) DEVELOPMENTAL-SOCIAL PSYCHOLOGY IN EDUCATION, AND (4) RESEARCH METHODOLOGY AND COMPUTER TECHNOLOGY. THE PROGRAM SHOULD ENHANCE THE QUALITY OF ELEMENTARY AND SECONDARY EDUCATION BY INCREASING THE AVAILABILITY AND CAPABILITY OF SPECIALISTS SKILLED IN AREAS OF EDUCATIONAL RESEARCH WHERE THE NEED IS GREAT AND THE SHORTAGE OF COMPETENT RESEARCHERS IS ACUTE. REGARDLESS OF AREA CONCENTRATION, TRAINEES OF THE PROGRAM WILL BE EXPECTED TO COMPLETE ACADEMIC REQUISITES FOR THEIR DEGREE IN ONE OR MORE DISCIPLINES RELATED TO EDUCATION, ADVANCED TRAINING IN DEPTH IN AN AREA OF INTERDISCIPLINARY EDUCATIONAL RESEARCH SPECIALIZATION, AND SUPERVISED RESEARCH EXPERIENCE INCLUDING INTERNSHIP AND DISSERTATION. EACH WILL ALSO BE EXPECTED TO BECOME PROFICIENT IN RESEARCH DESIGN, STATISTICAL METHODOLOGY, AND COMPUTER CAPABILITY RELEVANT TO HIS RESEARCH CONCENTRATION. GRADUATES OF THE PROGRAM WILL BE INDEPENDENTLY CAPABLE OF PERFORMING AND INSTRUCTING OTHERS IN ALL ASPECTS OF EDUCATIONAL RESEARCH FROM INITIAL CONCEPTUALIZATION AND DESIGN, THROUGH DATA COLLECTION AND ANALYSIS, TO PUBLICATION AND DISSEMINATION OF RESULTS. IT IS EXPECTED THAT OVER 40 TRAINEES WILL COMPLETE THE PROGRAM DURING ITS 5-YEAR DURATION. (JH)

EP 010 031 24

EDUCATIONAL RESEARCH TRAINING PROGRAM IN HUMAN DEVELOPMENT.
INVESTIGATOR- LESSER, GERALD S.
HARVARD UNIV.,LAB. OF HUMAN DEVELOPMENT
BUREAU NUMBER BR-6-1949
GRANT OEG-1-6-061949-1403

DESCRIPTORS- *BEHAVIORAL SCIENCES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *HUMAN LIVING, *WORK-STUDY PROGRAMS, APPRENTICE, CAMBRIDGE, COLLEGE INSTRUCTION, CORE CURRICULUM, DOCTORAL DEGREES, EDUCATIONAL OBJECTIVES, MASSACHUSETTS, RESEARCH SKILLS,

START DATE 03-27-66 END DATE 08-31-67

GRADUATE STUDENTS WILL BE PREPARED FOR RESEARCH AND COLLEGE TEACHING ON THOSE ASPECTS OF THE BEHAVIORAL SCIENCES WHICH ARE OF GREATEST ACTUAL OR POTENTIAL USE IN UNDERSTANDING THE EDUCATIONAL PROCESS. THE AIM IS TO CREATE MUTUALLY REINFORCING LINKS BETWEEN THE BEHAVIORAL SCIENCES AND EDUCATIONAL PRACTICE. COURSE WORK, PRACTICAL EXPERIENCES, AND RESEARCH APPRENTICESHIPS WILL BE CAREFULLY INTEGRATED IN THIS DOCTORAL TRAINING PROGRAM. THE RESEARCH APPRENTICESHIPS (CONTINUING THROUGHOUT THE STUDENT'S GRADUATE TRAINING) WILL REPRESENT THE PRIMARY PROGRAM FEATURE. THESE APPRENTICESHIPS WILL BE DESIGNED TO PROVIDE THE EDUCATIONAL RESEARCH SKILLS NECESSARY TO BRIDGE SCIENTIFIC AND PROFESSIONAL TRADITIONS IN THE BEHAVIORAL SCIENCES AND EDUCATION. THE DEVELOPMENT OF PERSONAL CHARACTERISTICS ASSOCIATED WITH RESEARCH PRODUCTIVITY WILL ALSO BE FOSTERED THROUGH THE PROGRAM AND ITS RESEARCH APPRENTICESHIPS. EIGHT GRADUATE TRAINEES IN EDUCATIONAL RESEARCH (TWO AT EACH OF FOUR GRADUATE YEARS) WILL PARTICIPATE DIRECTLY. (JH)

EP 010 032 24

CURRICULUM DEVELOPMENT IN EDUCATION RESEARCH.
INVESTIGATOR- LEWIS, HAZEL M.
UNIVERSITY OF THE PACIFIC, STOCKTON, CALIF.
BUREAU NUMBER BR-6-2376 PROP DATE 66
GRANT OEG-4-6-062376-1343

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, *SPECIALISTS, CALIFORNIA, RESEARCH PROJECTS, SPECIAL EDUCATION, SPECIAL PROGRAMS, STOCKTON,

START DATE 03-27-66 END DATE 08-30-67

THE PROGRAM IS PLANNED TO INCREASE THE CURRICULAR CAPACITY OF THE SCHOOL OF EDUCATION IN THE AREA OF EDUCATIONAL RESEARCH. IT PROPOSES TO ADD TWO MEMBERS TO THE STAFF, BOTH OF WHOM HAVE MAJOR TRAINING, EXPERIENCE, AND INTEREST IN THE FIELD OF RESEARCH IN EDUCATION. ONE MEMBER, AS DIRECTOR, WOULD SPEND FULL TIME ON PLANNING, DIRECTING, AND TEACHING IN THE PROGRAM. THE SECOND ONE WOULD BE FULL TIME IN THE DEPARTMENT OF EDUCATIONAL AND COUNSELING PSYCHOLOGY, WITH HALF OF THE ASSIGNMENT IN COURSES DESIGNATED AS DIRECTLY IN THE PROPOSED PROGRAM. A COURSE WOULD BE INSERTED IN THE PROFESSIONAL TRAINING PROGRAMS IN EDUCATION AT THE JUNIOR LEVEL. OPPORTUNITY WOULD BE OFFERED FOR UNDERGRADUATE EXPERIENCE IN INDIVIDUAL RESEARCH PROJECTS. THE GRADUATE LEVEL WOULD OFFER RESEARCH COURSES FOR ALL CANDIDATES FOR ADVANCED DEGREES, BUT WOULD ALSO PROVIDE A PATTERN FOR TRAINING PEOPLE FOR CAREER WORK IN EDUCATIONAL RESEARCH. THIS SPECIALIZED PROGRAM, LEADING TO THE DEGREE OF SPECIALIST IN EDUCATIONAL RESEARCH, WOULD REQUIRE BREADTH IN RESEARCH THEORY, PRACTICE, AND COMPETENCY IN THE TOOLS AND TECHNIQUES OF RESEARCH. BACKGROUND WOULD BE REQUIRED IN A SPREAD OF BEHAVIORAL SCIENCES, IN THE BASIC COURSE IN GENERAL EDUCATIONAL FIELDS, AND IN CURRICULUM, EDUCATIONAL PSYCHOLOGY, AND SCHOOL ADMINISTRATION AND SUPERVISION. (GC)

EP 010 033 24

HISTORICAL RESEARCH IN AMERICAN EDUCATION.
INVESTIGATOR- EGGERTSEN, CLAUDE A.
UNIVERSITY OF MICHIGAN, ANN ARBOR
BUREAU NUMBER BR-6-2307
GRANT OEG-3-6-062307-1373

DESCRIPTORS- *AMERICAN HISTORY, *EDUCATIONAL RESEARCH, *POLITICAL SCIENCE, *PSYCHOLOGY, *SOCIOLOGY, ANN ARBOR, LOCAL ISSUES, METHODOLOGY, MICHIGAN, NATIONAL PROGRAMS, RESEARCH OPPORTUNITIES, STATE ACTION,

START DATE 03-27-66 END DATE 08-30-67

A 5-YEAR PROGRAM TO PROVIDE TRAINING IN HISTORICAL RESEARCH IN AMERICAN EDUCATION IS PROPOSED IN THIS PROJECT. THROUGH THE PLAN DOCTORAL CANDIDATES WILL LEARN THE THEORY AND TECHNIQUES OF HISTORICAL WORK, BECOME ACQUAINTED WITH THE STANDARDS OF HISTORICAL RESEARCH IN EDUCATION AND RELATED FIELDS, AND PRACTICE THE SCIENCE AND ART OF HISTORY THROUGH THE PRODUCTION OF PAPERS AND MONOGRAPHS UNDER THE SUPERVISION OF MEMBERS OF THE EDUCATION, SOCIOLOGY, HISTORY, AND PHILOSOPHY DEPARTMENTS. PERSONS WHO COMPLETE THE PROGRAM WILL BE QUALIFIED TO INTERPRET HISTORICAL FORCES IN RELATION TO CURRENT PROBLEMS. TOO FEW RESEARCHERS IN EDUCATION ARE NOW SO QUALIFIED, ESPECIALLY IN VIEW OF THE URGENT NECESSITY TO DETERMINE OBJECTIVELY WHAT HAS BEEN TRIED IN EDUCATION AS

WELL AS THE CAUSES AND RESULTS OF SUCH EFFORTS. THIS PROPOSAL IS DESIGNED TO ESTABLISH A VISIBLE, ATTRACTIVE PROGRAM THAT WILL INVOKE THE STRENGTHS OF THE HISTORIOGRAPHERS IN THE SCHOOL OF EDUCATION AND THE COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS AND THE METHODOLOGISTS IN THE DEPARTMENTS OF SOCIOLOGY, POLITICAL SCIENCE, AND PSYCHOLOGY, AS WELL AS A BROAD RANGE OF PEOPLE IN THE SCHOOL OF EDUCATION CONCERNED WITH RESEARCH METHODOLOGY. NO NEW COURSES ARE TO BE DESIGNED AND NO ELABORATE ADMINISTRATIVE INNOVATIONS ARE NECESSARY. THE ATTEMPT WILL BE TO GIVE VISIBILITY TO WHAT IS NOW POSSIBLE BUT NOT PROBABLE AT THE UNIVERSITY, NAMELY, THE PATTERNING OF STUDENT COURSE ELECTIONS AND RESEARCH EFFORTS INTO A CONFIGURATION LIKE THAT SUGGESTED. (JL)

EP 010 034 24

GRADUATE TRAINING PROGRAM IN MUSIC EDUCATION RESEARCH.
INVESTIGATOR- HOLZ, EMIL A.
UNIVERSITY OF MICHIGAN, ANN ARBOR
BUREAU NUMBER BR-6-2146
GRANT OEG-3-6-062146-1347

DESCRIPTORS- *DOCTORAL DEGREES, *GRADUATE STUDY, *MUSIC EDUCATION, *RESEARCH SKILLS, ANN ARBOR, EDUCATIONAL RESEARCH, MICHIGAN, SPECIAL EDUCATION, SPECIAL PROGRAMS, TRAINING,

START DATE 05-27-66 END DATE 08-31-67

THE SCHOOL OF MUSIC OF THE UNIVERSITY PROPOSES TO TRAIN GRADUATE STUDENTS IN RESEARCH TECHNIQUES. THE PROGRAM WILL BE OPEN TO SELECTED GRADUATE STUDENTS (ENROLLED IN MUSIC EDUCATION CURRICULUMS LEADING TO THE DEGREES OF M.MUS., PH.D., AND ED.D.) TO DELVE INTENSIVELY IN AREAS OF MUSIC EDUCATION IN WHICH THEY ARE COMPETENT TO DEVELOP--(1) ENTHUSIASM FOR RESEARCH ACTIVITIES, (2) SKILL IN USING RESEARCH TOOLS, (3) ACCURACY AND DISCERNMENT IN THE ASSEMBLING OF DATA, (4) ABILITY TO ORGANIZE RESEARCH DATA IN A ACCORDANCE WITH SCHOLARLY STANDARDS, (5) SKILL IN EXPRESSING THE RESULTS OF RESEARCH IN LUCID LANGUAGE, AND (6) AN ENLARGED BODY OF RESEARCH REPORTS (IN THESES AND DISSERTATIONS) AVAILABLE TO WORKERS IN THE FIELDS OF MUSIC, EDUCATION, AND MUSIC EDUCATION. TWO STUDENTS WILL BE ADMITTED TO THE PROGRAM EACH YEAR UNTIL A TOTAL OF 10 TRAINEES UNDER THE PROVISION OF THIS PROPOSAL ARE ENROLLED. RESEARCH TRAINING WILL FOLLOW THE CUSTOMARY LINES OF THE MASTER'S AND DOCTORAL PROGRAMS IN MUSIC EDUCATION CURRENTLY OFFERED BY THE SCHOOL OF MUSIC. TRAINING WILL CULMINATE IN A MASTER'S THESIS OR DOCTORAL DISSERTATION. (GC)

EP 010 035 24

GRADUATE RESEARCH TRAINING PROGRAM IN EDUCATION ADMINISTRATION.
INVESTIGATOR- HILLS, R. JEAN
UNIVERSITY OF OREGON, EUGENE
BUREAU NUMBER BR-6-1703
GRANT OEG-4-6-061703-0813

DESCRIPTORS- *BEHAVIORAL SCIENCES, *DOCTORAL DEGREES, *EDUCATIONAL ADMINISTRATION, *GRADUATE STUDY, *RESEARCH SKILLS, EDUCATIONAL RESEARCH, EUGENE, OREGON, SPECIAL EDUCATION, SPECIAL PROGRAMS, TRAINING,

START DATE 05-27-66 END DATE 08-30-67

THIS PROPOSAL IS FOR A TWO-TRACK GRADUATE RESEARCH PROGRAM IN EDUCATIONAL ADMINISTRATION. ONE TRACK IS FOR THE TRAINING OF BASIC RESEARCHERS WHOSE PRIMARY FUNCTION WILL BE TO DEVELOP NEW KNOWLEDGE ABOUT EDUCATIONAL ADMINISTRATION USING THE METHODOLOGIES OF THE BEHAVIORAL SCIENCES. TRAINEES WILL BE RECRUITED BOTH FROM EDUCATION AND THE BEHAVIORAL SCIENCES, AND WILL WORK ON THEIR DOCTORATES IN ONE OF THE BEHAVIORAL SCIENCE DISCIPLINES AS THEY ACQUIRE FAMILIARITY WITH EDUCATIONAL ADMINISTRATION AS A FIELD FOR THEIR RESEARCH. THE SECOND TRACK IS FOR THE TRAINING OF DEVELOPMENTAL RESEARCHERS WHOSE PRIMARY FUNCTION WILL BE TO ENGAGE IN APPLIED RESEARCH AND DEVELOPMENT. FOR THE MOST PART, THEIR WORK WILL ENTAIL FIELD TESTING OF BASIC RESEARCH FINDINGS, APPLICATIONS OF FINDINGS TO ADMINISTRATIVE SITUATIONS AND PROBLEMS, EVALUATION, AND THE DEVELOPMENT OF ADMINISTRATIVE TECHNIQUES AND STRATEGIES FROM THE IMPLICATIONS OF BASIC RESEARCH FINDINGS. BOTH PROGRAMS WILL BE CONDUCTED THROUGH THE SCHOOL OF EDUCATION, DIVISION OF EDUCATIONAL ADMINISTRATION, THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION, AND THE BUREAU OF EDUCATIONAL RESEARCH. IN ADDITION TO NORMAL COURSE WORK, TRAINEES WILL HAVE OPPORTUNITIES FOR GUIDED OBSERVATIONS OF ADMINISTRATIVE SITUATIONS, PARTICIPATION WITH SENIOR RESEARCHERS IN THEIR PROJECTS, SPECIAL COURSE WORK AND SEMINARS ON RESEARCH DESIGN, RESEARCH PROCEDURES, AND RESEARCH TECHNOLOGY. STUDENTS WILL BE COMMITTED TO INVOLVEMENT IN THE PROGRAM FOR 3 YEARS. (GC)

EP 010 036 24

GRADUATE TRAINING PROGRAM FOR EDUCATIONAL RESEARCHERS.
INVESTIGATOR- PAGE, ELLIS B.
UNIVERSITY OF CONNECTICUT, STORRS
BUREAU NUMBER BR-6-2036
GRANT OEG-1-6-062036-1389

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, *TRAINING, BEHAVIORAL SCIENCES, CONNECTICUT, EDUCATIONAL RESEARCH, SPECIAL PROGRAMS, STORRS,

START DATE 05-26-66 END DATE 08-31-67

THE PROPOSED TRAINING PROGRAM IS DESIGNED TO PROVIDE ABLE AND WELL-TRAINED RESEARCH METHODOLOGISTS, GENERALLY PREPARED TO COPE WITH RESEARCH PROBLEMS IN ANY USUAL EDUCATIONAL SETTING, BUT WITH PARTICULAR COMPETENCE IN COMPUTER APPLICATIONS AND IN THE IMPORTANT NEW FIELD OF NATURAL-LANGUAGE DATA ANALYSIS. SEVERAL FEATURES WHICH SHOULD MAKE THE PROGRAM EFFECTIVE ARE--(1) A RECRUITING PROGRAM WHICH WILL SEEK GRADUATE STUDENTS OF PROMISE FROM A VARIETY OF BACKGROUNDS, (2) A SEQUENCE OF COURSES DESIGNED TO EMPHASIZE GENERAL, BEHAVIORAL SCIENCE ATTITUDES, AND SKILLS, (3) THE APPLICATION OF SUCH ATTITUDES ANS SKILLS TO SUCH EDUCATIONAL FIELDS OFTEN CONSIDERED "SOFT" AND INACCESSIBLE TO SCIENTIFIC TECHNIQUES AS ENGLISH INSTRUCTION, AND OTHER HUMANITIES AND ARTS AS WELL AS THE HUMANISTIC FIELDS WITHIN PROFESSIONAL EDUCATION, (4) A SEQUENCE OF SUPERVISED RESEARCH EXPERIENCES, COVERING A SPECTRUM OF RESEARCH STRATEGIES, LIBRARY SEARCH AND REPORTING, AS WELL AS UNIVARIATE, BIVARIATE, MULTIVARIATE QUANTITATIVE TECHNIQUES, INCLUDING BOTH CORRELATIONAL AND EXPERIMENTAL APPROACHES, (5) A STRONGLY INTERDISCIPLINARY APPROACH TO EDUCATIONAL RESEARCH,

CAPITALIZING ON THE PRESENCE OF ABLE BEHAVIORAL SCIENTISTS IN OTHER DEPARTMENTS AS WELL AS IN EDUCATIONAL PSYCHOLOGY, AND (6) HIGHLY PRACTICAL RESEARCH EXPERIENCES WITHIN THE SCHOOLS THEMSELVES, SO THAT ABSTRACT SKILLS WILL BE ROOTED IN REAL EDUCATIONAL PROBLEMS. (GC)

EP 010 037 24

DOCTORAL TRAINING AND DEVELOPMENT FOR EDUCATIONAL PSYCHOLOGISTS.
INVESTIGATOR- NORRIS, RAYMOND C.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-1985
GRANT OEG-2-6-061985-1408

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL PSYCHOLOGY, *GRADUATE STUDY, *PSYCHOLOGIST, *WORK-STUDY PROGRAMS, NASHVILLE, PROFESSIONAL EDUCATION, RESEARCH SKILLS, SCHOOL PLANNING, STUDENT SEMINARS, TENNESSEE,

START DATE 05-26-66 END DATE 08-31-67

THE DEPARTMENT OF PSYCHOLOGY WILL ENRICH AND EXPAND ITS DOCTORAL TRAINING PROGRAM FOR EDUCATIONAL PSYCHOLOGISTS TO HELP ALLEVIATE THE CURRENT NATIONAL SHORTAGE OF SPECIALISTS IN EDUCATIONAL RESEARCH. THE CURRICULUM WILL BE ENRICHED THROUGH (1) INCLUSION OF SPECIAL SEMINARS ON ADVANCED TOPICS IN LEARNING, MEASUREMENT, AND CHILD DEVELOPMENT, (2) WORK WITH EDUCATORS AND ACADEMIC FIELD SCHOLARS WHO ARE CONDUCTING RESEARCH ON SCHOOL LEARNING PROBLEMS, AND (3) EXTENSION OF OPPORTUNITIES FOR TRAINEES TO CONDUCT EDUCATIONAL RESEARCH UNDER SUPERVISION. THE PROGRAM EXPANSION WILL FOCUS AND INTENSIFY THE EFFORTS OF A STRONG FACULTY, ALREADY ACTIVE IN EDUCATIONAL RESEARCH AND RESEARCH TRAINING. FACULTY RESOURCES REPRESENTED IN RECENT ADDITIONS TO THE FACULTY AND INCREASED FACILITIES MADE AVAILABLE THROUGH COMPLETION OF TWO NEW BUILDINGS AND RAPID IMPROVEMENT IN AN ALREADY EXCELLENT LIBRARY WILL BE UTILIZED IN THE PREPARATION OF PSYCHOLOGISTS WITH PROFESSIONAL CONCERN FOR SCHOOL PROBLEMS. ANTICIPATED STUDENT ENROLLMENT DURING A PLANNED 5-YEAR PROJECT PERIOD IS ABOUT 30, WITH 4 STUDENTS COMPLETING THE PROGRAM AT THAT TIME. (JM)

EP 010 038 24

SOCIAL PSYCHOLOGY OF EDUCATION.
INVESTIGATOR- SECORD, PAUL F.
UNIVERSITY OF NEVADA, RENO
BUREAU NUMBER BR-6-2390
GRANT OEG-4-6-062390-1378

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL PSYCHOLOGY, *GRADUATE STUDY, *SOCIAL PSYCHOLOGY, NEVADA, PSYCHOLOGY, RENO, SOCIOLOGY, SPECIAL EDUCATION, SPECIAL PROGRAMS,

START DATE 05-27-66 END DATE 06-30-67

SUPPORT IS REQUESTED FOR AN INTERDISCIPLINARY DOCTORATE PROGRAM IN SOCIAL PSYCHOLOGY, INTRODUCED IN 1963. CONTRIBUTIONS TO THE PROGRAM ARE MADE BY PSYCHOLOGISTS AND SOCIOLOGISTS TRAINED IN SOCIAL PSYCHOLOGY. THIS PROGRAM IS HIGHLY RELEVANT TO THE SOCIAL PSYCHOLOGY OF EDUCATION, AND EMPHASIZES RESEARCH TRAINING IN THAT AREA. TYPE OF SUPPORT REQUESTED IS 10 TRAINEESHIPS DIVIDED AMONG THE 3 LEVELS, FOR A PROGRAM PERIOD OF 5 YEARS. FORMALLY, THE PROGRAM CONSISTS OF 12 CORE UNIT CREDITS IN SOCIAL PSYCHOLOGY, 33 ADDITIONAL UNITS IN SOCIAL PSYCHOLOGY, PSYCHOLOGY, AND SOCIOLOGY, AND 6 UNITS IN A RELATED FIELD. THE DISSERTATION, CONSISTING OF HIGH QUALITY, INDEPENDENT RESEARCH IN THE SOCIAL PSYCHOLOGY OF EDUCATION, WILL CONSIST OF 24 CREDITS. (GC)

EP 010 039 24

TRAINING RESEARCH PRACTITIONERS FOR EDUCATIONAL INSTITUTIONS.
INVESTIGATOR- HOOKER, CLIFFORD P.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-2327
GRANT OEG-3-6-062327-1351

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SCHOOL DISTRICTS, *SPECIAL PROGRAMS, EDUCATIONAL RESEARCH, MINNEAPOLIS, MINNESOTA, SPECIAL EDUCATION, TRAINING,

START DATE 06-01-66 END DATE 06-30-67

A TRAINING PROGRAM FOR RESEARCH WORKERS IN LOCAL SCHOOL DISTRICTS IS PLANNED. FIVE HIGHLY SELECTED STUDENTS WOULD ENTER THE PROGRAM FOR 3 YEARS OF TRAINING DURING EACH YEAR OF THE 5-YEAR PROGRAM PERIOD. THE PROGRAM WOULD BE IDENTIFIED WITH THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION WHERE THE TRAINEES WOULD BECOME KNOWLEDGEABLE ABOUT SCHOOL OPERATIONS. A RESEARCH COMPETENCE WOULD BE DEVELOPED IN STATISTICS, RESEARCH METHODOLOGY, AND QUANTITATIVE ANALYSIS. COMPUTER USAGE AND OPERATIONS RESEARCH WOULD BE IMPORTANT ELEMENTS IN THE TRAINING. THE FINAL YEAR OF THE TRAINING WOULD BE AN INTERNSHIP AS A RESEARCH WORKER IN A SCHOOL DISTRICT WHERE THE STUDENT WOULD IDENTIFY AND COMPLETE HIS DISSERTATION RESEARCH. THIS COMBINATION OF INTERNSHIP AND RESEARCH EXPERIENCE SHOULD PRODUCE EFFECTIVE PRACTITIONERS AND HELP TO ESTABLISH RESEARCH POSITIONS IN SCHOOL DISTRICTS. (GC)

EP 010 040 24

AN EDUCATIONAL RESEARCH TRAINING CENTER SPONSORED BY THE SOUTHWESTERN OHIO EDUCATIONAL RESEARCH COUNCIL, INC.
INVESTIGATOR- GOTTSCHALK, G.R.
SOUTHWESTERN OHIO ED. RES. COUNCIL INC, MIDDLETOWN
BUREAU NUMBER BR-6-2393
GRANT OEG-2-6-062393-1407

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, *SPECIAL PROGRAMS, CINCINNATI, DAYTON, EDUCATIONAL RESEARCH, MIAMI, OHIO, TRAINING, XAVIER,

START DATE 06-01-66 END DATE 05-31-67

THE COUNCIL, A NONPROFIT, INCORPORATED ORGANIZATION REPRESENTING THE FOUR UNIVERSITIES OF CINCINNATI, DAYTON, MIAMI AND XAVIER, PLUS 30 SUBSCRIBING SCHOOL DISTRICTS IN THE 13 SOUTHWEST COUNTIES OF OHIO, IS REQUESTING FUNDS FOR TWO CRITICAL REASONS--(1) TO ESTABLISH A RESEARCH TRAINING PROGRAM AND (2) TO ENABLE STUDENTS IN TRAINING TO CARRY OUT REQUESTED RESEARCH IN SUBSCRIBING SCHOOL DISTRICTS. THE UNIVERSITIES WILL SUPPLY A TOTAL OF 132 STUDENTS OVER A 5-YEAR PERIOD, EACH OF WHOM WILL TAKE A CORE CURRICULUM OF 18 HOURS AT HIS OWN UNIVERSITY IN AREAS OF RESEARCH DESIGN, THEORY, PROBLEMS IN EDUCATION, METHODOLOGY, STATISTICS, PROGRAMING, AND THE USE OF COMPUTERS. IN ADDITION, 12 TO 18

HOURS OF COURSE CREDIT WILL BE OFFERED IN THE TRAINING CENTER OVER A YEAR'S TIME. BY THE END OF THE YEAR STUDENTS WILL UNDERSTAND RESEARCH DESIGNS, BE ABLE TO IMPLEMENT RESEARCH PROJECTS, AND MAKE VALID INFERENCES FROM RESEARCH DATA TO AN APPROPRIATE POPULATION. THE PARTICIPATING UNIVERSITIES ARE MAJOR, MULTIDISCIPLINE INSTITUTIONS WITH ENROLLMENTS RANGING FROM 6 TO 24,000 STUDENTS. EACH OFFERS A MASTER'S DEGREE PROGRAM WHICH CAN BE EXPANDED TO INCLUDE EDUCATIONAL RESEARCH AND TO OFFER SPECIALIST'S DEGREES. COMPUTERS AND CALCULATORS ARE AVAILABLE AT ALL UNIVERSITIES, AND EACH UNIVERSITY HAS ADEQUATE LIBRARY REFERENCE MATERIALS, EQUIPMENT, AND RESOURCES FOR A CORE CURRICULUM AND DATA PROCESSING. (GC)

EP 010 041 24

POSTDOCTORAL RESIDENT PROGRAM IN INSTRUCTIONAL RESEARCH.
INVESTIGATOR- SCHALOCK, H. DEL
OREGON COLL. OF EDUCATION, TEACHING RESEARCH DIV.
BUREAU NUMBER BR-6-2130
GRANT OEG-4-6-062130-1377

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, EDUCATIONAL RESEARCH, MONMOUTH, OREGON, SPECIAL PROGRAMS, TRAINING,

START DATE 06-08-66 END DATE 08-31-67

A POSTDOCTORAL TRAINING PROGRAM WILL BE GEARED TO TWO GROUPS--(1) PERSONS INVOLVED IN PROFESSIONAL EDUCATION WHO HAVE HAD CONSIDERABLE RESEARCH TRAINING AND WHO WISH TO BECOME INVOLVED IN EDUCATIONAL RESEARCH BUT WHO HAVE NOT HAD AN OPPORTUNITY IN THEIR PRESENT CIRCUMSTANCE, AND (2) PERSONS IN SUCH DISCIPLINES AS PSYCHOLOGY OR SOCIOLOGY WHO WISH TO BECOME INVOLVED IN EDUCATIONAL RESEARCH. FIVE TO SEVEN CANDIDATES, DISTRIBUTED AS EQUALLY AS POSSIBLE BETWEEN THESE TWO GROUPS, WILL BE SELECTED EACH YEAR. THE PROGRAM HAS THE CLARIFICATION OF RESEARCH INTERESTS AND THE SHARPENING OF COMPETENCIES ESSENTIAL TO THE PURSUIT OF A PROGRAM OF RESEARCH AS ITS TWO AIMS. THESE AIMS WILL BE REALIZED THROUGH (1) A BIWEEKLY PROFESSIONAL SEMINAR IN WHICH THE TRAINEES WILL COME INTO CONTACT WITH LEADING RESEARCHERS AND THEORETICIANS IN EDUCATION AND ITS SUPPORTING DISCIPLINES, (2) CONTACT WITH THE FULL RANGE OF ONGOING PROGRAMS IN TEACHING RESEARCH, (3) A CONTINUING TIE WITH A SINGLE RESEARCH PROGRAM ON TEACHING RESEARCH THROUGHOUT THE YEAR, TAKING PART IN IT AS A FULLY PARTICIPATING STAFF MEMBER, (4) A WEEKLY TECHNICAL SEMINAR IN WHICH THE TRAINEES WILL BE EXPOSED TO CURRENT DEVELOPMENTS IN EDUCATIONAL RESEARCH DESIGN AND MEASUREMENT, STATISTICAL ANALYSES, AND COMPUTER TECHNOLOGY, AND WILL BE SENSITIZED TO THE IMPLICATIONS OF CARRYING OUT RESEARCH WITHIN AN INSTITUTIONAL SETTING, (5) A CONTINUING TIE WITH A RESEARCH PROGRAM, AND (6) THE DEVELOPMENT OF A RESEARCH PROPOSAL OF A SCOPE TO SUSTAIN A SIGNIFICANT RESEARCH EFFORT AND A QUALITY THAT WILL PERMIT IT TO BE SUBMITTED FOR FUNDING. (GC)

EP 010 042 24

SPECIAL PROJECT TO TRAIN FIELD RESEARCHERS.
INVESTIGATOR- MIAL, DOROTHY
NATIONAL TRAINING LABS., WASHINGTON, D.C.
BUREAU NUMBER BR-6-2203 PROP DATE 66
GRANT OEG-2-6-062203-1359

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL PROGRAMS, *TRAINING, D.C., EDUCATIONAL OPPORTUNITIES, EDUCATIONAL RESEARCH, SPECIAL EDUCATION, WASHINGTON,

START DATE 06-08-66 END DATE 05-30-67

THIS IS A PROJECT FOR STUDENT STIPENDS AND STAFF AND OTHER SUPPORT FOR AN INSERVICE TRAINING OR INTERN PROGRAM FOCUSED ON ACTION RESEARCH SKILLS AND ON THE SKILLS REQUIRED TO TRAIN OTHERS (INCLUDING PRINCIPALS, TEACHERS, COUNSELORS) AS ACTION RESEARCH COLLABORATORS. THE INTERNS WILL COME FROM UNIVERSITY TEACHING AND RESEARCH STAFFS, FROM SCHOOL SYSTEMS, FROM STATE OFFICES OF EDUCATION, AND FROM PROFESSIONAL EDUCATION ASSOCIATIONS. THEY WILL BE RECRUITED ON THE BASES OF MATURITY, BACKGROUND IN BEHAVIORAL SCIENCE AND EDUCATION, AND OPPORTUNITY TO PLAN AND CARRY OUT ACTION RESEARCH AND RELATED INSERVICE TRAINING ACTIVITIES. THE INTERNS WILL BE ASKED TO COMMIT THEMSELVES TO A 3-PHASE PROGRAM OVER A 10-MONTH PERIOD. THIS WILL INCLUDE AN INTENSIVE 5-WEEK SUMMER PROGRAM FOCUSED ON THEORY AND PRACTICE OF ACTION RESEARCH AND TRAINING SKILLS, THE EQUIVALENT OF 3 WEEKS FIELD WORK UNDER SENIOR STAFF GUIDANCE SPREAD OVER THE REST OF THE 10 MONTHS, AND A 1-WEEK FOLLOWUP TRAINING PROGRAM NEAR THE END OF THE PERIOD. THIS COMBINATION OF AN INTENSIVE PERIOD OF SEMINARS AND SKILL TRAINING WITH FIELD WORK, ALONG WITH THE INDIVIDUAL WORK THAT THE PROJECT IS EXPECTED TO STIMULATE, MAKES IT POSSIBLE TO DERIVE MANY OF THE VALUES OF A FULL 1-YEAR PROGRAM WHILE ACTUALLY BUDGETING FOR ONLY 9 WEEKS OF INTENSIVE FACE-TO-FACE TRAINING TIME. (GC)

EP 010 043 24

UNDERGRADUATE PROGRAM IN ELEMENTARY, SECONDARY, AND HIGHER EDUCATIONAL RESEARCH.
INVESTIGATOR- JOHANSEN, NANCY K.
MACALESTER COLLEGE, ST. PAUL, MINN.
BUREAU NUMBER BR-6-2595 PROP DATE 66
GRANT OEG-3-6-062594-1529

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL EDUCATION, *SPECIAL PROGRAMS, *TRAINING, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL RESEARCH, MINNESOTA, ST. PAUL,

START DATE 06-08-66 END DATE 08-30-67

THE PROPOSED TRAINING PROGRAM IS DESIGNED TO INTRODUCE UNDERGRADUATE STUDENTS OF OUTSTANDING ACHIEVEMENT TO EDUCATIONAL RESEARCH PROCEDURES. TO DEVELOP STUDENT APPRECIATION OF THE ROLE OF RESEARCH AND COMPETENCY IN RESEARCH PROCEDURES, EACH STUDENT WILL DESIGN AND CARRY OUT AN EDUCATIONAL RESEARCH PROJECT UNDER THE GUIDANCE AND SUPERVISION OF A MEMBER OF THE FACULTY WHO POSSESSES A BACKGROUND OF EXPERIENCE IN THIS FIELD. SO THAT STUDENTS MAY PROCEED WITH THEIR PROJECTS IN A SERIOUS AND SCHOLARLY MANNER, THEY WILL REGISTER BOTH SEMESTERS FOR AN INDEPENDENT COURSE THAT WILL FOCUS ON THE DEVELOPMENT OF RESEARCH SKILLS AND LEAD TO THE CONSTRUCTION OF A RESEARCH PROJECT. THIS INDEPENDENT COURSE WILL ALLOW STUDENTS TO GIVE 1/4 OF THEIR TIME EACH SEMESTER TO THIS PROGRAM. IN ADDITION, STUDENTS WILL BE REQUIRED TO PARTICIPATE IN A RESEARCH SEMINAR. THE SEMINAR, DURING THE FIRST SEMESTER, WILL BE FOCUSED ON STATISTICAL ANALYSIS AND RESEARCH DESIGN. DURING THE SECOND SEMESTER STUDENT RESEARCH PROJECTS WILL BE DISCUSSED AND

EVALUATED. WRITTEN REPORTS ON PROJECTS WILL BE COMPLETED AND FINDINGS ANALYZED. (GC)

EP 010 044 24
GRADUATE RESEARCH TRAINING AND DEVELOPMENT PROGRAM.
INVESTIGATOR- LOREE, M. RAY
UNIVERSITY OF ALABAMA, UNIVERSITY
BUREAU NUMBER BR-6-2762
GRANT OEG-2-6-062762-1538

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *RESEARCH OPPORTUNITIES, *RESEARCH SKILLS, ALABAMA, EDUCATIONAL PROGRAMS, SUPPLEMENTARY PROGRAMS, UNIVERSITY,

START DATE 06-08-66 END DATE 08-31-67

THE DEVELOPMENT OF RESEARCH-ORIENTED EDUCATIONAL LEADERS WHO ARE SKILLFUL IN APPLYING BASIC RESEARCH IN SCHOOL SETTINGS IS THE GOAL OF THIS PROPOSAL. THE OPERATING PREMISE IS THAT THE RESEARCH SKILLS REQUIRED BY THE BASIC RESEARCHER DIFFER FROM THOSE REQUIRED BY THE APPLIED RESEARCHER WHO WORKS WITH TEACHERS IN ADAPTING EXPERIMENTALLY BASIC RESEARCH TO THE CLASSROOM. TRAINEES MAY ENTER ANY ONE OF SIX EXISTING DOCTORAL PROGRAMS IN THE COLLEGE OF EDUCATION, YET THIS PROGRAM WILL DIFFER IN FOUR RESPECTS--(1) CONTINUOUS RESEARCH EXPERIENCE, (2) A CORE PROGRAM, (3) INSTRUCTION IN RESEARCH, AND (4) RESEARCH SKILLS COURSES IN THE CHOSEN AREA OF SPECIALTY. (GD)

EP 010 045 24
GRADUATE TRAINING IN MATHEMATICS EDUCATIONAL RESEARCH.
INVESTIGATOR- SCANDURA, JOSEPH M.
UNIVERSITY OF PENNSYLVANIA, SCHOOL OF EDUCATION
BUREAU NUMBER BR-6-2458
GRANT OEG-1-6-062458-1364

DESCRIPTORS- *GRADUATE STUDY, *MATHEMATICS, *MATHEMATICS INSTRUCTION, *MATHEMATICS MATERIALS, *RESEARCH SKILLS, EDUCATIONAL PSYCHOLOGY, EDUCATIONAL RESEARCH, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PHILADELPHIA, SPECIAL EDUCATION, SPECIAL PROGRAMS,

START DATE 06-10-66 END DATE 08-31-67

THE PROPOSED GRADUATE PROGRAM IS DESIGNED TO TRAIN RESEARCH SPECIALISTS IN MATHEMATICS EDUCATION. THE PROGRAM WILL HAVE TWO PRIMARY FOCI--(1) BASIC RESEARCH ON THE PROBLEMS AND PROCESSES OF LEARNING, TEACHING, MEASUREMENT, AND CREATION IN MATHEMATICS AND (2) THE DEVELOPMENT OF TECHNOLOGIES FOR PREPARING INSTRUCTIONAL MATERIAL AND FOR PLANNING MATHEMATICS INSTRUCTION AT ALL LEVELS. THE CORE OF THE PROGRAM INCLUDES SUPERVISED RESEARCH, AN INTERNSHIP, FORMAL COURSE WORK IN FOUR AREAS (RESEARCH METHODOLOGY, MATHEMATICS, MATHEMATICS TEACHING, AND PSYCHOLOGY), AND A SERIES OF INTEGRATING RESEARCH SEMINARS IN MATHEMATICS EDUCATION. IN ADDITION, EACH TRAINEE WILL BE EXPECTED TO ACQUIRE SPECIAL COMPETENCY IN ONE OR MORE OF THE FOUR COURSE WORK AREAS. (GC)

EP 010 046 24
GRADUATE RESEARCH TRAINING PROGRAM IN SOCIOLOGY OF EDUCATION.
INVESTIGATOR- MANIS, JEROME G.
WESTERN MICHIGAN UNIV., CTR. FOR SOCIOLOGICAL RES.
BUREAU NUMBER BR-6-2064
GRANT OEG-3-6-062064-1400

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *SOCIOLOGY, KALAMAZOO, MICHIGAN, SOCIAL PSYCHOLOGY,

START DATE 06-01-66 END DATE 09-31-67

THIS PROGRAM WILL PRODUCE QUALIFIED SOCIOLOGISTS WHO HAVE THOROUGH UNDERSTANDING OF RESEARCH PROCEDURES, INTENSIVE KNOWLEDGE OF THE AREA OF SOCIOLOGY OF EDUCATION, AND BROAD FAMILIARITY WITH EDUCATIONAL THEORY, RESEARCH METHODS, AND PRACTICE. A TOTAL OF 14 STUDENTS WILL BE INVOLVED IN THE PROGRAM OVER A 5-YEAR PERIOD. AN INDIVIDUAL STUDENT'S PARTICIPATION WILL BE LIMITED TO 3 FULL YEARS. APPLICANTS MUST HOLD THE BACHELOR'S DEGREE AND MEET GRADUATE SCHOOL AND DEPARTMENTAL ADMISSION REQUIREMENTS. PARTICIPANTS WILL BE CHOSEN ON THE BASIS OF THEIR DESIRE TO STUDY AND WORK IN SOCIOLOGY OF EDUCATION, WILLINGNESS TO WORK FULL-TIME IN THE PROGRAM AND TOWARD THE PH.D. DEGREE, ACADEMIC RECORD, AND REFERENCES. PARTICIPANTS MUST MEET REQUIREMENTS IN AND PASS EXAMINATIONS ON--(1) CORE AREAS OF THEORY, RESEARCH METHODS, ADVANCED GENERAL SOCIOLOGY, AND ADVANCED SOCIAL PSYCHOLOGY, (2) ONE FOREIGN LANGUAGE AND STATISTICS OR COMPUTER PROGRAMING, (3) THE AREA OF SOCIOLOGY OF EDUCATION, A COGNATE AREA OF EDUCATION AND RELATED FIELDS, AND ONE OF THE FOLLOWING AREAS OF SOCIOLOGY--SOCIAL PROBLEMS, POLITICAL SOCIOLOGY, OR COMPARATIVE SOCIAL ORGANIZATION, AND (4) A MASTER'S THESIS AND A DOCTORAL DISSERTATION IN THE AREA OF SOCIOLOGY OF EDUCATION. (JL)

EP 010 047 24
ANTHROPOMETRIC TRAINING PROJECT.
INVESTIGATOR- CARTER, J.E.L.
SAN DIEGO STATE COLL., CALIF.
BUREAU NUMBER BR-6-2103
GRANT OEG-4-6-062103-1352

DESCRIPTORS- *GRADUATE STUDY, *RESEARCH SKILLS, *SPECIAL PROGRAMS, *TRAINING, CALIFORNIA, EDUCATIONAL RESEARCH, SAN DIEGO, SPECIAL EDUCATION,

START DATE 06-01-66 END DATE 06-30-67

A TRAINING PROGRAM FOR SELECT STUDENTS TO DEVELOP RESEARCH COMPETENCY IN AN AREA RELATING BODY TYPE, COMPOSITION, ANTHROPOMETRIC ASSESSMENT, AND PHYSICAL PERFORMANCE MEASURES IS PLANNED. THIS PROGRAM INVOLVES INTERDISCIPLINARY COOPERATION IN FURNISHING TRAINING THROUGH SEMINARS, LABORATORY PRACTICE, AND INDEPENDENT AND SMALL-GROUP PROJECTS. AT PRESENT, THESE EXPERIENCES IN THIS AREA RECEIVE ONLY CURSORY ATTENTION IN REGULAR COURSE OFFERINGS IN DIFFERENT DEPARTMENTS. THE PROPOSED TRAINING PROGRAM IS DESIGNED TO GO BEYOND DIVERSE COURSE EXPERIENCE AND PERMIT SYNTHESIS AND DEPTH NOT OTHERWISE AVAILABLE. FUNDS ARE REQUESTED FOR SALARY FOR A PROJECT DIRECTOR AND ASSOCIATE DIRECTOR, HONORARIUMS FOR SEMINAR UNIT DIRECTORS AND SPECIAL LECTURERS, STIPENDS FOR STUDENTS, AND FUNDS TO MEET PRACTICUM EXPENSES BEYOND THE AVAILABLE RESOURCES AT SAN DIEGO STATE COLLEGE. (GC)

EP 010 048 24
A DOCTORAL AND DEVELOPMENT PROGRAM FOR TRAINING EDUCATIONAL RESEARCHERS.
INVESTIGATOR- ELBERG, SANFORD S.
UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS
BUREAU NUMBER BR-6-1635
GRANT OEG-4-6-061635-0974

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, *TRAINING, BERKELEY, CALIFORNIA, EDUCATIONAL PSYCHOLOGY, SPECIAL EDUCATION, SPECIAL PROGRAMS,

START DATE 06-07-66 END DATE 08-31-67

THIS IS A REQUEST FOR STUDENT STIPENDS AND STAFF AND OTHER SUPPORT FOR A 5-YEAR DOCTORAL PROGRAM EMPHASIZING TRAINING FOR EDUCATIONAL RESEARCH. STUDENTS WILL BE RECRUITED AND SELECTED ON THE BASIS OF UNUSUAL PROMISE AS RESEARCHERS IN SOME FIELD OF EDUCATION. ALTHOUGH THE BEHAVIORAL AND SOCIAL SCIENCES RESEARCH PROCEDURES WILL FIGURE MOST PROMINENTLY, HUMANISTIC DISCIPLINES SUCH AS PHILOSOPHY, HISTORY, LITERATURE, AND THE ARTS WILL NOT BE NEGLECTED. OVER AND ABOVE THE USUAL REQUIREMENTS FOR THE DOCTORATE (NORMALLY THE PH.D., BUT SOMETIMES THE ED.D.), STUDENTS IN THIS SPECIAL PROGRAM WILL BE REQUIRED TO SERVE FOR TWO QUARTERS AS APPRENTICES IN TWO CONTRASTING RESEARCH PROJECTS (IN ALL BUT RARE CASES, CONDUCTED BY FACULTY MEMBERS), DO METHODOLOGICAL WORK OUTSIDE THE DEPARTMENT OF EDUCATION, AND PARTICIPATE IN A DEPARTMENT-WIDE RESEARCH COLLOQUIUM THROUGHOUT THEIR ENTIRE TIME IN THE PROGRAM. (GC)

EP 010 049 64
A STUDY TO DETERMINE THE TECHNICAL FEASIBILITY OF INTERCONNECTING SCHOOL DISTRICTS IN LARGE GEOGRAPHIC AREAS OF LOW POPULATION DENSITY BY ELECTRONIC MEANS FOR THE PROVISION OF INSTRUCTIONAL AND ADMINISTRATIVE SERVICES.
INVESTIGATOR- MORFORD, LESLIE K.
CENTRAL MICHIGAN EDUCATIONAL RESOURCES COUNCIL
BUREAU NUMBER BR-5-1139
CONTRACT OEC-6-16-003

DESCRIPTORS- *COMMUNICATION PROBLEMS, *GEOGRAPHIC DISTRIBUTION, *INFORMATION DISSEMINATION, *MASS MEDIA, *RURAL EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, ELECTRONIC EQUIPMENT, INTERSCHOOL COMMUNICATION, MICHIGAN, MOUNT PLEASANT, REGIONAL PROGRAMS, RESOURCE CENTERS, SYSTEMS ANALYSIS,

START DATE 06-20-66 END DATE 03-31-67

AN ATTEMPT WILL BE MADE TO DETERMINE WHETHER THE SERVICES OF A REGIONALLY SUPPORTED EDUCATIONAL RESOURCES CENTER CAN BE DISTRIBUTED OVER A LARGE GEOGRAPHIC AREA OF LOW POPULATION DENSITY VIA ELECTRONIC MEDIA. THE 39 NORTHERNMOST COUNTIES OF THE LOWER PENINSULA OF MICHIGAN WILL BE THE SUBJECT GEOGRAPHICAL AREA. INSTRUCTIONAL-CONTENT AND INFORMATION NEEDS AND PRIORITIES WILL BE ESTABLISHED WHICH ARE COMMON TO AREA SCHOOLS, AND THE APPROXIMATE COSTS AND STAFFING REQUIREMENTS OF SEVERAL KINDS OF FACILITIES-SYSTEMS WILL BE DETERMINED. A RADIO-PROPAGATION ENGINEERING FIRM WILL BE EMPLOYED TO MAKE A SURVEY OF THE PHYSICAL ENVIRONMENT IN THE AREA AND TO USE THE DATA OBTAINED IN PLOTTING AN OPTIMAL DISTRIBUTION NETWORK. THE SECOND PHASE OF THE STUDY WILL INVOLVE COMBINING ALL PREVIOUS FINDINGS INTO A MASTER PLAN FOR A COMMUNICATION SYSTEM THAT WILL PROVIDE THE GREATEST QUANTITY AND VARIETY OF HIGH-PRIORITY SERVICES THAT THE ECONOMY OF THE AREA CAN SUPPORT. (JH)

EP 010 050 24
DEVELOPMENT OF THREE APPLIED RESEARCH TRAINING PROGRAMS.
INVESTIGATOR- ANTHONY, ALBERT
UNIVERSITY OF MASSACHUSETTS, COLL.OF EDUCATION
BUREAU NUMBER BR-6-1877
GRANT OEG-1-6-061877-1528

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, CURRICULUM DEVELOPMENT, EVALUATION, INFORMATION DISSEMINATION, INSTRUCTIONAL TECHNOLOGY, MASSACHUSETTS, PROGRAM DEVELOPMENT, PROGRAM PLANNING, RESEARCH,

START DATE 06-07-66 END DATE 08-31-67

THE ESTABLISHMENT OF DOCTORAL LEVEL PROGRAMS TO TRAIN INDIVIDUALS FOR APPLIED RESEARCH POSITIONS WITHIN THE PEDALOGICAL COMMUNITY IS PROPOSED. THESE PROGRAMS WILL BE DESIGNED TO DEVELOP CURRICULUM AND INSTRUCTIONAL RESEARCH, RESEARCH EVALUATION, AND RESEARCH DIFFUSION COMPETENCIES. PROGRAM ENROLLEES WILL BE TRAINED FOR POSITIONS IN RESEARCH LABORATORIES, SCHOOL SYSTEMS, AND COLLEGES AND UNIVERSITIES. EACH PROGRAM IS TO BE A SECONDARY CONCENTRATION AREA ALLIED WITH A PRIMARY AREA IN EDUCATION, PSYCHOLOGY, SOCIOLOGY, ANTHROPOLOGY, OR VARIOUS OTHER FIELDS. TWENTY-ONE HOURS OF CREDIT TOWARD THE DOCTORATE DEGREE WILL BE EARNED BY STUDENTS PURSUING THESE SECOND MAJORS. (HS)

EP 010 051 24
IMPROVING RESEARCH SKILLS IN MAJOR SCHOOL SUBJECTS.
INVESTIGATOR- GREENE, JAMES E.
UNIVERSITY OF GEORGIA, COLL. OF EDUCATION, ATHENS
BUREAU NUMBER BR-6-1873
GRANT OEG-2-6-061873-1531

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INSTRUCTIONAL STAFF, *RESEARCH PROJECTS, ATHENS, GEORGIA, LANGUAGE ARTS, MATHEMATICS, PROGRAM DEVELOPMENT, PROGRAM PLANNING, SCIENCES, SOCIAL SCIENCES,

START DATE 06-08-66 END DATE 08-30-67

EXPANSION OF THE RESEARCH TRAINING STAFF IN THE AREAS OF LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES EDUCATION IS PROPOSED. ONE PROFESSOR IN EACH OF THE FOUR RESEARCH AREAS WILL BE RESPONSIBLE FOR THE DEVELOPMENT OF APPROPRIATE RESEARCH COMPETENCIES AMONG SELECTED GRADUATE TRAINEES. THE PROGRAMS WILL BE DESIGNED TO RESULT IN HIGH-LEVEL COMPETENCIES IN THE PLANNING, EXECUTION, EVALUATION, AND IMPLEMENTATION OF SIGNIFICANT RESEARCH RELATED TO THE IMPROVEMENT OF LEARNING IN THE GIVEN AREA OF SUBJECT MATTER SPECIALIZATION. SPECIALIZED PRACTICUM AND INTERNSHIP EXPERIENCES WILL SUPPLEMENT FORMAL AND THEORETICAL INSTRUCTION IN RESEARCH METHODOLOGY. APPOINTED FACULTY MEMBERS FROM THE DEPARTMENTAL STAFFS OF THE COLLEGE OF ARTS AND SCIENCES WILL COOPERATE IN ALL RESEARCH TRAINING PROGRAMS. FACULTY AND TRAINEES WILL HAVE ACCESS TO THE STAFF

AND FACILITIES OF THE COMPUTER CENTER. WHERE DESIRABLE THE PROPOSED PROGRAM WILL BE CORRELATED WITH OTHER ONGOING RELATED PROJECTS. (HS)

EP 010 052 24
POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH.
INVESTIGATOR- COFFMAN, WILLIAM E.
EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.
BUREAU NUMBER BR-6-1947
GRANT OEG-1-6-061947-1536

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH PROJECTS, ENRICHMENT PROGRAMS, INFORMATION DISSEMINATION, NEW JERSEY, PRINCETON, PROGRAM DEVELOPMENT, PROGRAM PLANNING,

START DATE 06-08-66 END DATE 06-30-67

FOUR POSTDOCTORAL FELLOWSHIPS WILL BE OFFERED ANNUALLY ALLOWING THE RECIPIENTS TO PARTICIPATE WITH ONE OR MORE TEAMS OF RESEARCHERS IN THE PLANNING, CONDUCTING, AND REPORTING OF RESEARCH STUDIES. IN ADDITION, EACH FELLOW WILL PLAN, WITH THE DIRECTOR OF THE PROGRAM, A SERIES OF SUPPLEMENTARY ACTIVITIES DESIGNED TO DRAW ON THE FULL RESOURCES OF ETS TO FILL GAPS IN HIS OWN TRAINING AND EXPERIENCE. SUCH ACTIVITIES MAY INCLUDE ATTENDANCE AT SEMINARS OR FORMAL CLASSES IN PROGRESS AT THE PRINCETON EDUCATIONAL TESTING SERVICE (ETS), PARTICIPATION FOR LIMITED PERIODS IN THE ACTIVITIES OF DIVISIONS OTHER THAN DEVELOPMENTAL RESEARCH, OR STUDY OF SPECIFIC RESOURCE MATERIALS AVAILABLE EITHER AT ETS OR ELSEWHERE. EMPLOYEES OF BUREAUS OF RESEARCH IN SCHOOL SYSTEMS AND OF DEPARTMENTS OF EDUCATIONAL PSYCHOLOGY OR EDUCATIONAL RESEARCH IN COLLEGES AND UNIVERSITIES ARE LIKELY CANDIATES, AS ARE HOLDERS OF DEGREES IN FIELDS OTHER THAN EDUCATION WHO WISH TO APPLY THEIR KNOWLEDGE AND SKILLS TO PROBLEMS IN THE FIELD OF EDUCATION. (HS)

EP 010 053 24
POSTDOCTORAL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- CAMPBELL, ROALD F.
UNIVERSITY OF CHICAGO
BUREAU NUMBER BR-6-2077
GRANT OEG-3-6-062077-1394

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH PROJECTS, CHICAGO, ILLINOIS, INFORMATION DISSEMINATION, MOTIVATION, PROGRAM DEVELOPMENT, PROGRAM PLANNING, RESEARCH METHODOLOGY, SOCIAL SCIENCES,

START DATE 06-08-66 END DATE 06-31-67

THE PARTICIPATION OF POSTDOCTORAL CANDIDATES IN A 1-YEAR PROGRAM OF ADVANCED TRAINING TO DEVELOP THEIR EDUCATIONAL RESEARCH COMPETENCE AND PRODUCTIVITY IS PROPOSED. OBJECTIVES TO BE OBTAINED WILL (1) INSTILL THE HABIT OF PRODUCTIVE RESEARCH, (2) INCREASE AWARENESS OF RESEARCH NEEDS AND CULTIVATE THE ABILITY TO DEFINE IMPORTANT EDUCATIONAL PROBLEMS, (3) STIMULATE THE BUILDING OF RELEVANT THEORY FOR EDUCATION AND THE APPLICATION OF THEORY TO PRACTICE, (4) DEVELOP SKILL IN THE USE OF RESEARCH METHODOLOGIES TO EDUCATION, (5) DEVELOP COMPETENCE IN CONCEPTUALIZING, DESIGNING, CONDUCTING, AND REPORTING EDUCATIONAL RESEARCH, AND (6) STIMULATE AND STRENGTHEN A COMMITMENT TO RESEARCH AND FACILITATE THE SUCCESSFUL LAUNCHING OF A PRODUCTIVE CAREER AS AN EDUCATIONAL RESEARCH SCHOLAR. THE PROGRAM WILL EMPHASIZE TRAINING EXPERIENCE AS AN ASSOCIATE OF AN EDUCATIONAL RESEARCH CENTER THROUGH PARTICIPATION IN A VARIETY OF RESEARCH AT THE CENTER AND USE OF THE RESOURCES OF THE CENTER AND THE UNIVERSITY IN PLANNING AND CONDUCTING A TRAINEE'S OWN RESEARCH. (HS)

EP 010 054 24
INSTITUTE FOR PREPARATION OF CENTRAL OFFICE RESEARCH SPECIALISTS FOR PUBLIC AND PRIVATE SCHOOLS.
INVESTIGATOR- INGLE, ROBERT B.
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-6-2074
GRANT OEG-3-6-062074-1380

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH INSTITUTES, *RESEARCH PROJECTS, INFORMATION DISSEMINATION, MADISON, MEASUREMENT, RESEARCH METHODOLOGY, STATISTICAL STUDIES, WISCONSIN,

START DATE 06-08-66 END DATE 09-30-67

AN ACADEMIC YEAR MASTER'S LEVEL INSTITUTE HAVING AS ITS OBJECT THE PREPARATION OF A QUANTITY OF CENTRAL OFFICE RESEARCH SPECIALISTS FOR SCHOOL SYSTEMS IS PROPOSED. THE PROGRAM FOCUSES DIDACTIC AND PRACTICUM ACTIVITIES ON (1) STATISTICS AND MEASUREMENT, (2) RESEARCH METHODOLOGY AND DESIGN, AND (3) THE ANALYSIS AND DISSEMINATION OF INFORMATION. A SERIES OF SEMINARS WILL CONCENTRATE UPON THE STATUS AND NATURE OF RESEARCH IN VARIOUS EDUCATIONAL PROBLEM AREAS. INSURING THE RETURN OF THE PARTICIPANTS TO THEIR ORIGINAL SCHOOL WILL BE ATTEMPTED THROUGH A VARIETY OF FACTORS. THE PARTICIPANTS WILL BE IDENTIFIED THROUGH A COOPERATIVE EFFORT OF THE SCHOOL SYSTEM AND THE UNIVERSITY. PARTIAL SALARY SUPPORT FROM THE ORIGINAL SCHOOL SYSTEM WILL BE PROVIDED WHILE PARTICIPATING IN THE INSTITUTE. A VARIETY OF OPPORTUNITIES FOR PRACTICING AND APPLYING THE SKILLS DEVELOPED IN THE DIDACTIC PROGRAM WILL ALLOW THE RETURN OF THE STUDENT ONCE A WEEK. FINALLY, THE SCHOOL ADMINISTRATOR WILL PARTICIPATE IN DISCUSSIONS WHICH CONTRIBUTE TO THE IDENTIFICATION OF A RESEARCH PROJECT TO BE DESIGNED, CONDUCTED IN THE HOME SCHOOL, AND REPORTED TO THAT FACULTY BY THE INSTITUTE PARTICIPANT. (HS)

EP 010 055 24
THE FISCAL IMPLICATIONS OF DEPENDENT AND INDEPENDENT SCHOOL SYSTEMS.
INVESTIGATOR- RANNEY, DAVID C.
SYRACUSE UNIV., NEW YORK
BUREAU NUMBER BR-6-8211 PROP DATE 21 SEP 66
CONTRACT OEC-1-6-068211-0745

DESCRIPTORS- *EDUCATIONAL FINANCE, *FINANCIAL POLICIES, *FINANCIAL SUPPORT, *SCHOOL SYSTEMS, COMPARATIVE ANALYSIS, EXPENDITURES, NEW YORK, PUBLIC SCHOOLS, SYRACUSE,

START DATE 09-01-66 END DATE 04-30-67

AN ANALYSIS WILL BE MADE OF LARGE CENTRAL CITIES (OVER 300,000) TO SEE WHETHER INDEPENDENT OR DEPENDENT SCHOOL

SYSTEMS TEND TO HAVE HIGHER PER PUPIL EXPENDITURES. NEXT, A STUDY WILL BE MADE TO UNCOVER THE IMPLICATIONS OF THESE FINDINGS FOR THE REST OF THE CITIES, PUBLIC GOODS AND SERVICES. A STUDY WILL THEN BE MADE TO DISCOVER WHETHER INDEPENDENT (OR DEPENDENT) STATUS LEADS TO HIGHER EXPENDITURES BECAUSE THE WHOLE PUBLIC SECTOR IS LARGER, OR BECAUSE EDUCATION IS GETTING MORE EXPENDITURES. THE ANSWER TO THIS QUESTION WILL DEPEND ON THE RELATIONSHIP BETWEEN EDUCATION AND NONEDUCATION EXPENDITURES. IN THIS ANALYSIS CURRENT PER PER PUPIL EXPENDITURES WILL BE TREATED AS A DEPENDENT VARIABLE AND INDEPENDENT-DEPENDENT SCHOOL SYSTEM STATUS, NONEDUCATION EXPENDITURES, INCOME, STATE AID ASSIGNMENT OF EXPENDITURE RESPONSIBILITY, AND VARIOUS CHARACTERISTICS OF THE POPULATION WILL BE AMONG THESE VARIABLES. DIFFERENCES IN STATE-LOCAL GOVERNMENTAL SYSTEMS THAT OFTEN MAKE INTERCITY COMPARISONS DIFFICULT WILL BE FACTORED OUT BY USING PARTIAL CORRELATIONS. THE RESULTS OF THIS ANALYSIS WILL THEN BE USED TO SPELL OUT THE IMPLICATIONS OF DEPENDENT-INDEPENDENT STATUS AND THE RELATIONSHIP BETWEEN EDUCATION AND NONEDUCATION EXPENDITURES TO SUCH POLICY AREAS AS AID TO EDUCATION, URBAN RENEWAL, AND PLANNING. (GC)

EP 010 056 08

A PILOT STUDY OF A WORK OPPORTUNITY CENTER.
INVESTIGATOR- NORD, RAYMOND V.
MINNEAPOLIS PUBLIC SCHOOLS
BUREAU NUMBER BR-5-0187 PROP DATE 15 APR 65
GRANT OEG-3-6-000383-0848

DESCRIPTORS- *DEPRESSED AREAS (GEOGRAPHIC), *JOB TRAINING, *NONGRADED CLASSES, *SKILL DEVELOPMENT, *WORK-EXPERIENCE PROGRAMS, CURRICULUM DEVELOPMENT, EMPLOYMENT OPPORTUNITIES, MINNEAPOLIS, MINNESOTA, OUTREACH, SPECIAL EDUCATION, URBAN AREAS,

START DATE 05-01-66 END DATE 04-30-70

THE PURPOSE OF THE CENTER IS TO PROVIDE SHORT-TERM SKILL TRAINING, JOB ORIENTATION, AND RELATED SUBJECTS THAT CAN LEAD TOWARD A JOB AND HIGH SCHOOL GRADUATION FOR YOUTH FROM THE DEPRESSED URBAN AREAS. IT WILL DEVELOP NEW COURSES TO MEET THE NEEDS OF DEPRESSED AREA YOUTH WHO HAVE ACADEMIC AND SOCIOECONOMIC HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN THE ESTABLISHED EDUCATIONAL PROGRAMS. INDIGENOUS LEADERS AND NEIGHBORHOOD RESIDENTS WILL SERVE ON AN ADVISORY BOARD TO DETERMINE POLICY AND TO AID IN ACQUIRING COMMUNITY SUPPORT. THE CENTER'S APPROACH WILL INCORPORATE NONGRADED SCHOOLING, MODULAR ORGANIZATION, COUNSELING, SHORT- AND LONG-TERM SKILL TRAINING, JOB DEVELOPMENT, PLACEMENT, AND FOLLOW-UP, AND EVALUATION AND DISSEMINATION OF FINDINGS. (JL)

EP 010 057 08

SEMINAR ON THE ECONOMICS OF EDUCATION--INVESTMENT DECISIONS AND CONTRIBUTIONS TO INCOME AND ECONOMIC GROWTH.
INVESTIGATOR- WEISBROD, BURTON
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-6-8224 PROP DATE 22 SEP 65
GRANT OEG-3-6-068224-0558

DESCRIPTORS- *ECONOMIC PROGRESS, *EDUCATIONAL RESPONSIBILITY, *GRADUATE STUDY, *HUMAN RESOURCES, *SOCIAL SCIENCES, ABILITY, ECONOMIC RESEARCH, EDUCATIONAL OBJECTIVES, INCOME, MADISON, RESEARCH PROJECTS, STUDENT SEMINARS, TEACHER SEMINARS, WISCONSIN, WORKSHOPS,

START DATE 06-14-66 END DATE 02-28-67

A WORKSHOP WILL BE HELD TO PROVIDE A MEANS FOR STIMULATING NEW RESEARCH IN THE ECONOMICS OF HUMAN RESOURCES, WITH PARTICULAR REFERENCE TO EDUCATION. IT WILL ALSO SERVE AS A REFERENCE TO EDUCATION. IT WILL ALSO SERVE AS A VEHICLE FOR PRESENTING RESEARCH FINDINGS AND FOR TRAINING OTHERS. SUBJECTS TO BE CONSIDERED ARE IN THE AREAS OF HUMAN RESOURCES ECONOMICS, EDUCATIONAL ECONOMICS, AND STUDIES IN EDUCATION AND TRAINING. MEETINGS WILL TAKE PLACE APPROXIMATELY ONCE A WEEK FOR ONE YEAR AND WILL PROVIDE GRADUATE CREDIT. TOPICS TO BE EXAMINED DURING THE FIRST HALF OF THE YEAR WILL INCLUDE--(1) "INVESTMENT IN MAN AND THE PROCESS OF ECONOMIC GROWTH," (2) "RELATIONS BETWEEN EDUCATION, INCOME AND ABILITY," (3) "PRIVATE AND SOCIAL RETURNS TO EDUCATION AND TRAINING," AND (4) "ECONOMIC MODELS OF THE EDUCATION SYSTEM." DURING THE SECOND SEMESTER, EMPHASIS WILL BE ON OBTAINING REPORTS ABOUT AND DEVELOPING ANALYTICAL DISCUSSIONS ON THE WORKSHOP ACTIVITIES OF THE PREVIOUS SEMESTER. (JH)

EP 010 058 24

RESEARCH SPECIALIST PROGRAM.
INVESTIGATOR- STUNKARD, CLAYTON
UNIVERSITY OF MARYLAND, COLL.OF EDUCATION
BUREAU NUMBER BR-6-2544
GRANT OEG-1-6-062544-1404

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, COLLEGE PARK, MARYLAND, MEASUREMENT, STATISTICAL ANALYSIS,

START DATE 06-03-66 END DATE 08-31-67

THE GENERAL PURPOSE OF THE PROGRAM IS TO PROVIDE A FOUNDATION OF RESEARCH PRINCIPLES AND EXPERIENCE FOR STUDENTS MAJORING IN VARIOUS DEPARTMENTS AND AREAS THROUGHOUT THE COLLEGE OF EDUCATION. THREE-YEAR FELLOWSHIP GRANTS AT THE GRADUATE LEVEL LEADING TO A DOCTORAL DEGREE WILL BE PROVIDED. STUDENTS WILL MAJOR IN ONE OF THE REGULARLY CONSTITUTED, DOCTORAL-GRANTING DEPARTMENTS AND WILL MINOR IN RESEARCH DESIGN, MEASUREMENT, AND STATISTICS. IN ADDITION, A BLOCK OF CREDITS WOULD BE ALLOTTED TO RESEARCH ACTIVITIES JOINTLY SUPERVISED BY THE MAJOR AND MINOR FIELDS. IT IS EXPECTED THAT THE IMPACT OF THE PROGRAM WOULD BE TO BUILD A MORE SOLID RESEARCH BASE AMONG STUDENT PARTICIPANTS AND FACULTY MEMBERS. (GD)

EP 010 059 24

TRAINING PROGRAM FOR DIRECTORS OF EDUCATIONAL RESEARCH.
INVESTIGATOR- ROSSMILLER, RICHARD A.
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-6-2092 PROP DATE 17 JAN 66
GRANT OEG-3-6-062092-1085

DESCRIPTORS- *DIRECTOR, *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, MADISON, TRAINING, WISCONSIN,

START DATE 06-03-66 END DATE 08-30-67

A GRADUATE TRAINING PROGRAM WILL BE DEVELOPED TO PREPARE QUALIFIED PERSONS TO SERVE AS DIRECTORS OF EDUCATIONAL RESEARCH IN LOCAL SCHOOL DISTRICTS AND IN INTERMEDIATE AND STATE EDUCATIONAL AGENCIES. THE TOTAL PROGRAM WILL COVER 3 YEARS OF POSTBACCALAUREATE STUDY AND WILL CULMINATE WITH DOCTORAL DEGREES FOR SUCCESSFUL CANDIDATES. TWO YEARS OF ON-CAMPUS STUDY WILL BE REQUIRED WITH ONE ACADEMIC YEAR OF FIELD EXPERIENCE AS A RESEARCH INTERN OCCURING BETWEEN THEM. THE PROGRAM IS PROJECTED FOR 5 YEARS, AND OVER 30 TRAINEES SHOULD BE GRADUATED AT THE CONCLUSION OF THIS PERIOD. (JH)

EP 010 060 24

PREPARING RESEARCHERS IN VOCATIONAL EDUCATION.
INVESTIGATOR- HOSS, JEROME
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-2091 PROP DATE 25 JAN 66
GRANT OEG-3-6-062091-1392

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH SKILLS, *VOCATIONAL EDUCATION, MINNEAPOLIS, MINNESOTA,

START DATE 06-02-66 END DATE 09-01-67

THE PURPOSE OF THE PROGRAM IS TO PREPARE RESEARCHERS IN VOCATIONAL EDUCATION WHO ARE PROFESSIONALLY COMMITTED TO THE FIELD AND THE CONDUCT AND DIRECTION OF RESEARCH IN THE FIELD, AND WHO ARE CAPABLE OF COORDINATING THEIR EFFORTS WITH SPECIALISTS IN OTHER DISCIPLINES (E.G., ECONOMICS, SOCIOLOGY, AND PSYCHOLOGY) AS WELL AS WITH OTHER EDUCATION. THE PROGRAM INCLUDES (1) A MINIMUM CORE, CONSISTING OF STUDIES IN VOCATIONAL EDUCATION, RESEARCH TOOLS AND METHODOLOGY, EDUCATIONAL THEORY AND PRACTICE, HUMAN LEARNING, AND ECONOMICS-SOCIOLOGY-INDUSTRIAL RELATIONS, (2) A DISCRETIONARY BLOCK OF COURSES DESIGNED TO PROVIDE FURTHER DEPTH OF PREPARATION IN A RELATED FIELD OTHER THAN EDUCATION, AND (3) PRACTICUM EXPERIENCES IN RESEARCH UNDER THE GUIDANCE OF STAFF MEMBERS ENGAGED IN THE STUDY OF VOCATIONAL EDUCATION PROBLEMS. IT IS PROJECTED FOR 5 ACADEMIC YEARS. TRAINEES WHO ARE SELECTED TO PARTICIPATE WILL PURSUE A 3-YEAR INDIVIDUAL PROGRAM LEADING TO A DOCTORAL DEGREE. (JH)

EP 010 061 24

A WORKSHOP IN READING RESEARCH.
INVESTIGATOR- ROTHROCK, DAYTON G.
MCPHERSON COLLEGE, KANS.
BUREAU NUMBER BR-6-8483 PROP DATE 22 JAN 66
GRANT OEG-3-6-068483-1213

DESCRIPTORS- *EDUCATIONAL RESEARCH, *READING RESEARCH, *RESEARCH SKILLS, *STATISTICAL ANALYSIS, *WORKSHOPS, KANSAS, MCPHERSON, SUMMER PROGRAMS,

START DATE 06-03-66 END DATE 01-31-67

A ONE-WEEK WORKSHOP IN READING RESEARCH WILL ATTEMPT TO STIMULATE INTEREST IN EDUCATIONAL RESEARCH USING THE FIELD OF READING FOR THE CONTENT BASIS. THROUGH THE USE OF VISITING AUTHORITIES, THE WORKSHOP WILL PRESENT LECTURES ON TOPICS RELATED TO THE THEME. A FOLLOWUP PRESENTATION WILL BE MADE BY A RESOURCE LEADER ON PREVIOUS RESEARCH WITH SOME EVALUATION AS TO THE RELIABILITY AND VALIDITY OF THE STUDIES. SMALLER DISCUSSION GROUPS WILL WORK ON THE TOPIC AS IT RELATES TO THEIR TEACHING. SOME TIME WILL BE GIVEN TO INSTRUCTION IN THE READING OF STATISTICAL STUDIES. (GD)

EP 010 062 24

AN UNDERGRADUATE RESEARCH TRAINING PROGRAM FOR ISOLATED AREAS.
INVESTIGATOR- BYRNE, ROBERT L.
EASTERN KENTUCKY STATE COLLEGE, RICHMOND
BUREAU NUMBER BR-6-1984 PROP DATE 17 DEC 65
GRANT OEG-2-6-061984-1350

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EDUCATIONAL PSYCHOLOGY, *RESEARCH SKILLS, APPALACHIA, EDUCATIONAL RESEARCH, HUMAN DEVELOPMENT, KENTUCKY, READING, RICHMOND, SPECIAL EDUCATION, SPECIAL PROGRAMS,

START DATE 06-06-66 END DATE 08-31-67

THE CORE PROJECT IS THE ESTABLISHMENT OF AN IBM-BASED REFERENCE SYSTEM FOR CLASSIFICATION OF EDUCATIONAL RESEARCH RELATED TO TEACHING PROBLEMS CONCERNED WITH GEOGRAPHICALLY ISOLATED AREAS. SPECIAL AREA PROJECTS AND INDIVIDUAL INVESTIGATION WILL BE IN THE FIELDS OF CURRICULUM, HUMAN GROWTH AND DEVELOPMENT, PSYCHOLOGY, AND READING. SIXTEEN STUDENTS WILL BE SELECTED TO PARTICIPATE IN THIS 42-WEEK UNDERGRADUATE EDUCATIONAL RESEARCH TRAINING PROGRAM. THE PROGRAM WILL IDENTIFY THE POTENTIAL RESEARCHER EARLY IN HIS UNDERGRADUATE PROGRAM, GUIDE HIM TOWARD COURSES THAT BETTER PREPARE HIM FOR CONDUCTING RESEARCH, PROVIDE INDIVIDUAL AND SMALL GROUP PARTICIPATION IN EXPERIENCES THAT WILL DEVELOP MANY OF THE NEEDED SKILLS, AND PROVIDE AMPLE OPPORTUNITIES FOR HIM TO BE ACTIVE IN RESEARCH PROJECTS UNTIL HE ENTERS HIS CHOSEN CAREER. THIS PROJECT WILL BEGIN A SYSTEMATIC STUDY OF LEARNING PROBLEMS ASSOCIATED WITH THE APPALACHIAN AREA. (GC)

EP 010 063 24

RESEARCH TRAINING IN EDUCATION OF PARAPLEGIC, CEREBRAL PALSIED, AND, OTHER SEVERELY PHYSICALLY HANDICAPPED STUDENTS.
INVESTIGATOR- COSS, JOE G.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-2563 PROP DATE 07 MAR 66
GRANT OEG-4-6-062563-1410

DESCRIPTORS- *DOCTORAL DEGREES, *HANDICAPPED CHILDREN, *PHYSICALLY HANDICAPPED, *RESEARCH, *SPECIAL EDUCATION, CALIFORNIA, DOWNEY, LOS ANGELES, RANCHO LOS AMIGOS ATTENDING STAFF ASSOCIATION,

START DATE 06-01-66 END DATE 03-30-67

DOCTORAL CANDIDATE TRAINEES FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA SCHOOL OF EDUCATION WILL WORK WITH THE RESEARCH SPECIALISTS OF THE RANCHO LOS AMIGOS ATTENDING STAFF ASSOCIATION AND THE STAFF OF THE SCHOOL DISTRICT IN THE RECOGNITION OF PROBLEMS OF THE PARAPLEGIC, CEREBRAL PALSIED, AND OTHER SEVERELY HANDICAPPED PATIENT-STUDENTS. THEY WILL BE EXPECTED TO GENERATE HYPOTHESES, REVIEW AND EVALUATE RELEVANT LITERATURE, DESIGN EXPERIMENTAL STUDIES AND OTHER TYPES OF INVESTIGATION, CONDUCT FIELD RESEARCH, AND REPORT FINDINGS AND CONCLUSIONS. (GD)

EP 010 064 24
EDUCATIONAL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- SHELLEY, REX R.
DAKOTA WESLEYAN UNIV., MITCHELL, S. D.
BUREAU NUMBER BR-6-2892 PROP DATE 30 MAR 66
GRANT OEG-3-6-062892-1536

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *EDUCATIONAL RESEARCH, *METHODOLOGY, *RESEARCH SKILLS, *STUDENT PROJECTS, MITCHELL, RESEARCH PROJECTS, SOUTH DAKOTA, SPECIAL EDUCATION, SPECIAL PROGRAMS,

START DATE 06-10-66 END DATE 05-30-67

THE OBJECTIVE OF THIS PROJECT IS TO INTRODUCE HIGHLY CAPABLE UNDERGRADUATES TO THE FIELD OF EDUCATIONAL RESEARCH. THE CURRICULUM WILL CONSIST OF COURSE WORK IN--(1) STATISTICS IN EDUCATION AND PSYCHOLOGY, (2) EDUCATIONAL RESEARCH METHODS AND DESIGN, (3) EDUCATIONAL RESEARCH SEMINAR, AND (4) INDEPENDENT STUDY INVOLVING PLANNING, COMPLETING, AND REPORTING A RESEARCH PROJECT. THE FORMAL COURSE WORK IS DESIGNED TO PROVIDE THE STUDENT WITH THE TOOLS NECESSARY FOR EDUCATIONAL RESEARCH. THE INDEPENDENT STUDY IS DESIGNED TO ALLOW THE STUDENT THE OPPORTUNITY TO PERFORM RESEARCH IN AN AREA OF SPECIAL INTEREST AND COMPETENCE. A DELIBERATE ATTEMPT WILL BE MADE TO INCULCATE NEW HABITS OF SELF RELIANCE AND INTELLECTUAL GROWTH THROUGH THE PROBLEM SOLVING APPROACH. IT IS EXPECTED THAT, BECAUSE OF THE FINANCIAL SUPPORT PROVIDED, THE PROGRAM WILL ATTRACT CAPABLE STUDENTS INTO EDUCATIONAL RESEARCH. THE PROGRAM IS DESIGNED TO STIMULATE FACULTY IN RESEARCH ACTIVITIES. IT WILL STRENGTHEN THE EDUCATION DEPARTMENT BY INTRODUCING ADDITIONAL COURSE WORK APPROXIMATING THE GRADUATE LEVEL. IT IS ANTICIPATED THAT THE PROGRAM WILL EVENTUALLY BECOME SELF-SUPPORTING. (GC)

EP 010 065 24
EDUCATIONAL RESEARCH TRAINING IN PSYCHOLOGY, CURRICULAR AND INSTRUCTIONAL, ORGANIZATIONAL, OR MATHEMATICAL STUDIES.
INVESTIGATOR- CRONBACH, LEE J.
STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
BUREAU NUMBER BR-6-2688
GRANT OEG-4-6-062688-1345

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *INTEGRATED ACTIVITIES, *RESEARCH SKILLS, CALIFORNIA, CURRICULUM RESEARCH, MATHEMATICAL APPLICATIONS, PSYCHOLOGICAL STUDIES, SCHOOL ORGANIZATION, STANFORD, TRAINING,

START DATE 06-14-66 END DATE 08-31-67

A COMPREHENSIVE PREDOCTORAL TRAINING PROGRAM WILL BE CONDUCTED FOR EDUCATIONAL RESEARCH CANDIDATES. IN ONE SUBPROGRAM, CANDIDATES WILL STUDY AND PARTICIPATE ACTIVELY IN CURRICULAR DESIGN AND CURRICULAR IMPLEMENTATION, USUALLY IN A SPECIALIZED AREA, INCLUDING ART, SCIENCE, FOREIGN LANGUAGES, OR TEACHER EDUCATION. INQUIRIES INTO DESIGN WILL INCLUDE (1) OBJECTIVES, (2) SELECTION OF CONTENT, (3) INSTRUCTIONAL MATERIALS, AND (4) EVALUATION. IMPLEMENTATION ASPECTS WILL COVER SUCH STUDIES AS (1) ARTICULATION WITH OTHER DISCIPLINES, (2) DEVELOPMENT OF INSTRUCTIONAL PROCEDURES, AND (3) TRAINING OF SUPERVISORS AND TEACHERS. THE SECOND FEATURE OF THIS PROGRAM WILL BE THE OFFERING OF RESEARCH TRAINING FOR POTENTIAL PSYCHOLOGICAL INVESTIGATORS. MAJOR FOCI OF THIS SUBPROGRAM ARE TO BE ANALYSES OF OPTIMUM INSTRUCTIONAL SYSTEMS WHICH PRODUCE PSYCHOLOGICAL MOTIVATION AND DEVELOPMENT AMONG STUDENTS, STUDIES OF THE EFFECTS ON LEARNERS OF EXPOSURE TO THESE SYSTEMS, AND INVESTIGATIONS OF SOCIAL ASPECTS AND THEIR INFLUENCES UPON SYSTEM EFFECTIVENESS. THE THIRD FEATURE WILL EMPHASIZE RESEARCH TRAINING WITH RESPECT TO THE ORGANIZATION OF SCHOOLS AND SCHOOL SYSTEMS. IN ADDITION, RESEARCH TRAINING WILL BE OFFERED IN MATHEMATICAL STUDIES REGARDING EDUCATIONAL PROCESSES. ALMOST 40 GRADUATES WILL COMPLETE THEIR PREDOCTORAL EDUCATION IN ONE OF THE FOUR AREAS AFTER THE FIRST 5 YEARS. INDIVIDUAL TRAINEE PROGRAMS WILL BE OF 3 YEARS' DURATION. (JH)

EP 010 066 24
PILOT TRAINING PROGRAM WITH A POSTDOCTORAL INTERNSHIP.
INVESTIGATOR- STECKLEIN, JOHN E.
UNIV. OF MINNESOTA, BUREAU OF INSTITUTIONAL RES.
BUREAU NUMBER BR-6-2615 PROP DATE 17 MAR 66
GRANT OEG-3-6-062617-1522

DESCRIPTORS- *EDUCATIONAL RESEARCH, *POSTGRADUATE, *RESEARCH METHODOLOGY, *RESEARCH PROJECTS, *RESEARCH SKILLS, MINNEAPOLIS, MINNESOTA, RESEARCH OPPORTUNITIES,

START DATE 06-14-66 END DATE 06-31-67

THE PURPOSE OF THIS PROGRAM IS TO PROVIDE COLLEGES AND UNIVERSITIES WITH A SOURCE OF TRAINED MANPOWER IN THE FIELD OF INSTITUTIONAL RESEARCH. SINCE INSTITUTIONAL RESEARCH OFFICES ARE INCREASING IN NUMBER AND IN THE TYPE OF SERVICES THEY ARE CALLED ON TO PROVIDE, AND SINCE THERE DOES NOT EXIST PRESENTLY IN HIGHER EDUCATION ANY FORMAL EDUCATIONAL PROGRAM SPECIFICALLY DESIGNED TO PREPARE INSTITUTIONAL RESEARCH PERSONNEL, IT IS HOPED THAT THIS PROGRAM WOULD FULFILL A MOST PRESSING NEED. IN ADDITION TO PARTICIPATING AS A TEAM MEMBER ON RESEARCH PROJECTS OF THE HOST INSTITUTION WHERE HE IS ASSIGNED, EACH POSTDOCTORAL INTERN WILL BE REQUIRED TO DESIGN A RESEARCH PROJECT FOCUSED ON HIS PARENT INSTITUTION AND TAKE INITIAL STEPS IN ITS CONDUCT BEFORE THE END OF THE ACADEMIC YEAR. (GD)

EP 010 067 24
PROGRAM FOR TRAINING RESEARCH SCHOLARS IN EDUCATION.
INVESTIGATOR- CHARTERS, W. W.
WASHINGTON UNIV., GRADUATE INST. OF EDUCATION
BUREAU NUMBER BR-6-1904 PROP DATE 66
GRANT OEG-3-6-061904-1308

DESCRIPTORS- *CONCEPT FORMATION, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, DOCTORAL DEGREES, EDUCATIONAL COUNSELING, EDUCATIONAL PSYCHOLOGY, FOUNDATION LEARNING, FUNDAMENTAL CONCEPTS, MISSOURI, SOCIAL RELATIONS, SOCIAL SCIENCES, ST. LOUIS, TRAINING,

START DATE 06-14-66 END DATE 06-30-67

BOTH THE CONCEPTUAL AND METHODOLOGICAL ASPECTS OF RESEARCH IN THE GENERAL FIELD OF EDUCATION WILL BE THE FOCI

OF THIS TRAINING PROGRAM FOR GRADUATE STUDENTS. THE STRONGEST TRAINING EMPHASIS WILL BE IN FIVE PARTICULAR EDUCATIONAL AREAS -- (1) EDUCATIONAL PSYCHOLOGY, (2) COUNSELING PSYCHOLOGY, (3) FOUNDATIONS OF EDUCATION, (4) SOCIAL RELATIONS IN EDUCATION, AND (5) SOCIAL SCIENCE. GRADUATES OF THIS PROGRAM WILL BE PREPARED TO CONDUCT INDEPENDENT RESEARCH IN A SUBSTANTIVE AREA OF EDUCATION, ADMINISTER RESEARCH PROGRAMS FOR SCHOOL SYSTEMS OR EDUCATIONAL AGENCIES, CONDUCT INSTITUTIONAL RESEARCH, EXTEND CONSULTATIVE SERVICES TO RESEARCH INSTITUTIONS OR RESEARCHERS, AND TRAIN OTHER INDIVIDUALS IN RESEARCH. EXACTLY 20 NEW STUDENTS WILL BE ENROLLED IN THE PROGRAM EACH YEAR, AND THE SAME NUMBER SHOULD COMPLETE THE ENTIRE PROGRAM EACH YEAR BEGINNING WITH THE THIRD YEAR. IT WILL BE POSSIBLE FOR THE PARTICIPANTS TO SIMULTANEOUSLY EARN A DOCTORAL DEGREE UPON COMPLETING THEIR TRAINING. (JH)

EP 010 068 24

POSTDOCTORAL RESEARCH TRAINING PROGRAM IN EDUCATIONAL STIMULATION.
INVESTIGATOR- FINDLEY, WARREN G.
UNIVERSITY OF GEORGIA, ATHENS
BUREAU NUMBER BR-6-1681 PROP DATE 30 DEC 65
GRANT OE6-2-6-061681-1406

DESCRIPTORS- *CHILD DEVELOPMENT, *EDUCATIONAL STIMULATION, *GRADUATE STUDY, *MOTIVATION TECHNIQUES, *RESEARCH SKILLS, APPLIED READING, ATHENS, CURRICULUM DEVELOPMENT, EARLY CHILDHOOD, EDUCATIONAL RESEARCH, GEORGIA, LEARNING EXPERIENCES, PROFESSIONAL EDUCATION, STIMULUS SYNTHESIS,

START DATE 06-14-66 END DATE 08-31-67

POSTDOCTORAL TRAINEES WILL ENROLL IN A PROGRAM TO ACQUIRE RESEARCH COMPETENCE RELEVANT TO PROJECTS FOR THE EDUCATIONAL STIMULATION OF CHILDREN, AGES 3 THROUGH 12. THEY WILL FIRST BRING THEMSELVES UP TO DATE BY GUIDED READING IN EARLY CHILDHOOD EDUCATION COVERING AREAS OF RESEARCH STUDIES, RESEARCH DESIGN, EVALUATION TECHNIQUE, COMPUTER PROGRAMING, CURRICULUM INNOVATION, SCHOOL ORGANIZATION AND STAFFING, LEARNING THEORY, CHILD DEVELOPMENT, URBAN AND RURAL SOCIOLOGY, AND COMPENSATORY INTERVENTION FOR DISADVANTAGED CHILDREN. EACH TRAINEE WILL BE ASSIGNED TO A DIRECTOR WHO WILL GUIDE HIS READING AND SUPERVISE HIS PARTICIPATION IN ONGOING RESEARCH OR FIELD TESTING IN THE SCHOOLS OF NEARBY DISTRICTS. IT IS EXPECTED THAT EACH TRAINEE WILL PRODUCE A SUBSTANTIAL, PUBLISHABLE MONOGRAPH OR THE EQUIVALENT IN SEVERAL SHORTER ONES. IN EXCEPTIONAL CASES, IT MAY BE POSSIBLE TO MEET THE POSTDOCTORAL STUDENT'S NEEDS BY SCHEDULING INTO REGULAR ADVANCED GRADUATE COURSES FOR SOME OF HIS WORK, BUT IT IS EXPECTED THAT GUIDED READING, DIRECT OBSERVATION, AND PARTICIPATION AS A STAFF MEMBER IN CONDUCTING RESEARCH, DEVELOPING CURRICULUM MATERIALS, FIELD TESTING INNOVATIVE PROCEDURES AND/OR MATERIALS, OR THE DEVELOPMENT OF AN EVALUATIVE TECHNIQUE WILL ADD MOST TO PREDOCTORAL TRAINING. (JH)

EP 010 069 24

PURDUE UNDERGRADUATE PARTICIPATION PROGRAMS IN EDUCATIONAL RESEARCH.
INVESTIGATOR- DENNY, TERRY
PURDUE UNIV., LAFAYETTE, IND.
BUREAU NUMBER BR-6-2698 PROP DATE 14 APR 66
GRANT OEG-3-6-062698-1539

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *RESEARCH PROJECTS, *RESEARCH SKILLS, *SPECIAL EDUCATION, EDUCATIONAL RESEARCH, INDIANA, LAFAYETTE, SPECIAL PROGRAMS, STUDENT PROJECTS,

START DATE 06-13-66 END DATE 08-31-67

THE OBJECTIVES OF THE 3-YEAR PROGRAM ARE--(1) TO DEVELOP CERTAIN COMPETENCIES FOR THE UNDERGRADUATE TO CONDUCT EDUCATIONAL RESEARCH, (2) TO DEVELOP FAVORABLE ATTITUDES TOWARD THE VALUE OF EDUCATIONAL RESEARCH AS A GUIDE TO EDUCATIONAL PRACTICES, (3) TO INTEREST TALENTED UNDERGRADUATES IN GRADUATE WORK AND CAREERS IN EDUCATIONAL RESEARCH, (4) TO PROVIDE TALENTED ASSISTANCE FOR RESEARCH IN PROGRESS, AND (5) TO PREPARE PROSPECTIVE TEACHERS FOR THEIR FUTURE ROLES AS PARTICIPANTS IN AND CONSUMERS OF EDUCATIONAL RESEARCH. SIX PROFESSORS IN EDUCATIONAL PSYCHOLOGY AND 12 OTHER RESEARCH PROFESSORS WILL WORK WITH ONE OR TWO UNDERGRADUATES EACH YEAR. THE CRITERIA TO BE USED IN SELECTING PARTICIPANTS ARE--(1) THE STUDENT'S CUMULATIVE GRADE POINT AVERAGE, (2) GRADES IN INTRODUCTORY AND EDUCATIONAL PSYCHOLOGY COURSES, AND (3) RECOMMENDATION OF TWO MEMBERS OF THE EDUCATIONAL PSYCHOLOGY STAFF. THE MAIN PORTION OF THE PROGRAM IS DIRECTED AT FOSTERING A CLOSE RESEARCH RELATIONSHIP BETWEEN PROFESSORS AND STUDENTS THROUGH PLANNING FOR RESEARCH, DISCUSSING RELEVANT THEORY, DESIGNING EXPERIMENTS, GATHERING AND ANALYZING DATA, INTERPRETING RESULTS, AND PREPARING REPORTS. THE PROGRAM WILL INCLUDE A WEEKLY 100-MINUTE SEMINAR, FIELD TRIPS TO EDUCATIONAL RESEARCH ACTIVITIES AT OTHER UNIVERSITIES, AND ATTENDANCE AT PROFESSIONAL MEETINGS OF EDUCATIONAL RESEARCHERS. PLANS HAVE ALSO BEEN DEVELOPED FOR EVALUATING THE SUCCESS OF THE PROGRAM IN ATTAINING THE STATED OBJECTIVES. (GC)

EP 010 070 24

SCIENCE AND MATHEMATICS EDUCATION RESEARCH TRAINING PROGRAM.
INVESTIGATOR- PELLA, MILTON O.
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-6-2681
GRANT OE6-3-6-062681-1534

DESCRIPTORS- *EDUCATIONAL RESEARCH, *MATHEMATICS INSTRUCTION, *RESEARCH SKILLS, *SCIENCE EDUCATION, CURRICULUM EVALUATION, DOCTORAL DEGREES, MADISON, WISCONSIN,

START DATE 06-13-66 END DATE 08-31-67

A DESCRIPTION IS GIVEN OF A 5-YEAR GRADUATE PROGRAM FOR THE TRAINING OF EDUCATIONAL RESEARCH SPECIALISTS IN SCIENCE AND MATHEMATICS. CANDIDATES WILL PURSUE WORK IN THE ACADEMIC DISCIPLINE OF EDUCATION AND ACTIVELY PARTICIPATE IN EDUCATIONAL RESEARCH UNDER THE DIRECTION OF QUALIFIED FACULTY AT THE UNIVERSITY OF WISCONSIN. THE RESEARCH PARTICIPATION WILL BE IN PUBLIC SCHOOLS, THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION, SCIENTIFIC LITERACY RESEARCH CENTER, AND/OR CENTER FOR RESEARCH DESIGN. EACH INDIVIDUAL WILL BECOME A SPECIALIST IN SUCH PHASES OF SCIENCE OR MATHEMATICS EDUCATION AS CURRICULUM, EVALUATION, BIOLOGY-ELEMENTARY, AND MATHEMATICS-ELEMENTARY DURING THE LAST YEAR OF HIS PARTICIPATION. ALL STUDENTS WILL

PARTICIPATE IN RESEARCH ACTIVITIES AS WELL AS ATTEND CLASSES AND SEMINARS DURING EACH YEAR OF PARTICIPATION. (GD)

EP 010 071 24
RESEARCH TRAINING PROGRAM DEVELOPMENT.
INVESTIGATOR- CRONBACH, LEE J.
STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
BUREAU NUMBER 13R-6-2127 PROP DATE 66
GRANT OEG-4-6-062127-1537

DESCRIPTORS- *GRADUATE STUDY, *HIGHER EDUCATION, *PROGRAM DEVELOPMENT, *TEACHER EMPLOYMENT, *TEACHER RECRUITMENT, CALIFORNIA, EDUCATIONAL RESEARCH, STANFORD, TEACHER SELECTION, TEACHER TRANSFER, TEACHING ASSIGNMENT,

START DATE 06-13-66 END DATE 08-31-67

PROGRAM DEVELOPMENT WILL BE UNDERTAKEN AT STANFORD UNIVERSITY TO PROVIDE FOR A COMPREHENSIVE GRADUATE RESEARCH TRAINING PROJECT BEING IMPLEMENTED FOR ADVANCED STUDY IN EDUCATIONAL PSYCHOLOGY, CURRICULUM RESEARCH, SCHOOL AND SCHOOL SYSTEM ORGANIZATION, AND EDUCATIONAL MATHEMATICAL APPLICATIONS. SEVERAL NEW STAFF MEMBERS WILL BE RECRUITED AND SELECTED TO TRAIN ON THE PREDOCTORAL LEVEL. THEY SHOULD BE STRONG CONTRIBUTORS TO THE RESEARCH TRAINING PROGRAM AND THE FACULTY OF THE UNIVERSITY. THESE NEW FULL-TIME POSITIONS WILL BE DISTRIBUTED OVER THE 5-YEAR PROGRAM PERIOD. (JH)

EP 010 072 24
PROGRAM DEVELOPMENT PROPOSAL.
INVESTIGATOR- GOLDHAMMER, KEITH
UNIVERSITY OF OREGON, COLL. OF EDUCATION, EUGENE
BUREAU NUMBER BR-6-2109 PROP DATE 66
GRANT OEG-4-6-062109-1535

DESCRIPTORS- *CURRICULUM PLANNING, *EDUCATIONAL RESEARCH, *FACILITY EXPANSION, *GRADUATE STUDY, *PROGRAM DEVELOPMENT, BEHAVIORAL SCIENCES, EDUCATIONAL IMPROVEMENT, EUGENE, OREGON, RESEARCH SKILLS, TEACHER RECRUITMENT, TRAINING,

START DATE 06-13-66 END DATE 06-30-67

THE EDUCATIONAL RESEARCH TRAINING PROGRAM FOR GRADUATE STUDENTS AT THE UNIVERSITY OF OREGON WILL BE ASSESSED AND REDESIGNED TO IMPROVE ITS GENERAL CAPABILITIES. ELEMENTS IN PROGRAM DEVELOPMENT WILL BE USED TO ESTABLISH CONCEPTUAL METHODOLOGY FOR THE FOLLOWING TASKS--(1) THE DEVELOPMENT OF NEW CURRICULUM FOR THE TRAINING OF EDUCATIONAL RESEARCHERS, (2) THE DEVELOPMENT OF A RESEARCH FACILITIES CENTER, (3) THE ADDITION OF STAFF MEMBERS IN RESEARCH TO BE A PART OF THE RESEARCH FACILITIES CENTER AND A NEWLY ESTABLISHED DEPARTMENT OF RESEARCH IN THE SCHOOL OF EDUCATION, (4) A CONCENTRATION UPON THE RESEARCH AREA AS ONE OF THE FOUNDATIONS OF EDUCATION, AND (5) THE PROVISION OF NEW STAFF MEMBERS IN THE DEPARTMENT OF THE BEHAVIORAL SCIENCES TO DEVELOP RESEARCH CAPABILITY WITH RESPECT TO THE EDUCATIONAL SPECIALIZATIONS OF THESE DISCIPLINES. THIS PROGRAM IS COORDINATED WITH A GRADUATE RESEARCH TRAINING PROGRAM AND A POSTDOCTORAL RESEARCH TRAINING PROGRAM FUNDED BY THE U.S. OFFICE OF EDUCATION, AND PROVIDES THE CURRICULUM ADAPTATIONS AND THE DEVELOPMENT OF LABORATORY AND PRACTICUM FACILITIES FOR THOSE PROGRAMS, AS WELL AS FOR THE GENERAL TRAINING OF RESEARCHERS IN EDUCATION AT THE UNIVERSITY OF OREGON. (JH)

EP 010 073 24
GRADUATE TRAINING PROGRAM FOR DIRECTORS OF RESEARCH.
INVESTIGATOR- CRAIG, ROBERT
MICHIGAN STATE UNIV., COLL. OF EDUCATION
BUREAU NUMBER BR-6-1965 PROP DATE 66
GRANT OEG-3-6-061965-1396

DESCRIPTORS- *DOCTORAL DEGREES, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *RESEARCH DIRECTORS, *RESEARCH SKILLS, EAST LANSING, INFORMATION PROCESSING, LABORATORY EXPERIMENTS, MICHIGAN, OPERATIONS RESEARCH, RESEARCH METHODOLOGY, TRAINING,

START DATE 06-13-66 END DATE 08-31-67

A GRADUATE TRAINING PROGRAM FOR RESEARCH DIRECTORS WILL BE DESIGNED TO PREPARE PERSONS COMPETENT TO DIRECT THE RESEARCH EFFORTS OF INDIVIDUAL SCHOOL DISTRICTS, INTERMEDIATE DISTRICTS, AND STATE DEPARTMENT OF EDUCATION. IT WILL BE CONCEIVED IN SUCH A MANNER TO PROVIDE A GRADUATE STUDENT AT THE DOCTORAL LEVEL WITH THE KNOWLEDGE AND EXPERIENCE REQUISITE TO A DIRECTORSHIP. EXPERIENCES WILL BE OF SEVERAL TYPES --(1) COURSE WORK IN THE AREAS OF RESEARCH DESIGN, QUANTITIVE METHODS, COMPUTER TECHNOLOGY, AND ADMINISTRATION OF RESEARCH PROGRAMS, (2) FIELD AND LABORATORY RESEARCH EXPERIENCES DIRECTED THROUGH EXISTING AND PROPOSED INSTITUTES AND CENTERS, (3) INDIVIDUAL RESEARCH PROJECTS CULMINATING IN A DISSERTATION, AND (4) COGNATE WORK IN ACADEMIC DISCIPLINES COMPRISING THE BEHAVIORAL SCIENCES INCLUDING EDUCATION. AN INITIAL 12 FELLOWSHIPS WILL BE SUPPORTED BY THE PROGRAM DURING ITS FIRST YEAR IN OPERATION, INCREASING TO ALMOST 40 DURING THE THIRD AND SUCCEEDING YEARS. IT IS ESTIMATED THAT A TOTAL OF 150 RESEARCHERS WILL HAVE GRADUATED OR BE ENROLLED IN THE PROGRAM DURING THE FIRST 5-YEAR PERIOD. SUCH A NUMBER WILL BE SIGNIFICANT IN REDUCING THE NEED FOR RESEARCHERS WITHIN THE PUBLIC SCHOOLS OF MICHIGAN. (JH)

EP 010 074 24
EDUCATIONAL RESEARCH TRAINING PROGRAM.
INVESTIGATOR- LEEDY, PAUL
AMERICAN UNIV., WASHINGTON, D. C.
BUREAU NUMBER BR-6-2779 PROP DATE 20 APR 66
GRANT OEG-1-6-062779-1788

DESCRIPTORS- *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *LEARNING DIFFICULTIES, *READING ACHIEVEMENT, *SOCIAL STUDIES, D.C., DOCTORAL DEGREES, MATHEMATICAL CONCEPTS, METHODOLOGY, PSYCHOLOGICAL STUDIES, STATISTICAL DATA, WASHINGTON,

START DATE 06-10-66 END DATE 08-31-67

GRADUATE STUDENTS OF THE DOCTORAL LEVEL WILL TRAIN IN THE SPECIAL FIELDS OF LEARNING DISABILITIES, READING, AND APPROPRIATE DESIGNATED SOCIAL STUDIES INCLUDING THE RELATED AREAS OF SOCIOLOGY, PSYCHOLOGY, AND ANTHROPOLOGY. THE TRAINING PROGRAM WILL UTILIZE A UNIQUE EDUCATIONAL STRUCTURE IN THAT STUDENTS ACCEPTED UNDER THIS PROGRAM WILL PURSUE A COURSE OF STUDY COMPRISED OF THREE CORE FIELDS, ONE OF WHICH WILL DEAL WITH THE PSYCHOLOGICAL FOUNDATIONS OF EDUCATION, A

SECOND WILL BE DEVOTED TO THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF EDUCATION, AND A THIRD COMPRISING AN APPROPRIATE GROUP OF STUDIES IN THE FIELD OF CONCENTRATION REQUIREMENT FROM SOCIOLOGY, PSYCHOLOGY, OR ANTHROPOLOGY. THE RESOURCES AND FACILITIES OF THE JOINT GRADUATE CONSORTIUM COMPRISE THE FIVE UNIVERSITIES WITHIN THE DISTRICT OF COLUMBIA. THE RESEARCH EMPHASIS IN THE PROGRAM WILL BE PROVIDED BY A GROUP OF COURSES IN BASIC RESEARCH DESIGN AND METHODOLOGY, STATISTICS, MATHEMATICAL PROBABILITY, AND TESTS AND MEASUREMENTS, AND AN INSERVICE TRAINING PROJECT IN DIRECTED RESEARCH TO BE CARRIED OUT IN COOPERATION WITH THE BUREAU OF SOCIAL SCIENCE RESEARCH, WASHINGTON, D.C. (JL)

EP 010 075 40

THE EFFECTS OF OVERTRAINING ON A LEARNING TASK IN NORMAL AND RETARDED CHILDREN.
INVESTIGATOR- HINER, GLADYS VINEY, WAYNE
OKLAHOMA CITY UNIV.
BUREAU NUMBER BR-6-8023 PROP DATE 66
GRANT OEG-32-46-0200-8029

DESCRIPTORS- *MENTAL RETARDATION, *RETARDED CHILDREN, *STUDENT TESTING, *TESTING PROGRAMS, COMPARATIVE ANALYSIS, OKLAHOMA, OKLAHOMA CITY, PERFORMANCE,

START DATE 06-01-66 END DATE 02-27-67

THE PRESENT RESEARCH IS DESIGNED TO STUDY THE EFFECTS OF EXTENDED OVERTRAINING UPON REVERSAL LEARNING PERFORMANCE IN RETARDATES AND NORMALS. IN ADDITION, AN ATTEMPT WILL BE MADE TO ASSESS THE EFFECTS OF VERBAL MEDIATORS UPON REVERSAL SHIFT PERFORMANCE IN RETARDATES. ONE OF THE CHARACTERISTICS OF MENTALLY RETARDED CHILDREN IS THEIR INABILITY TO PERFORM WELL IN SUCH TASKS AS REVERSAL SHIFT DISCRIMINATION PROBLEMS, WHICH REQUIRE TRANSFORMATIONAL ABILITIES. THE INABILITY TO TRANSFORM AND REORDER EXPERIENCE LEADS TO A KIND OF PERSEVERATIVE RIGIDITY WHICH IS DETRIMENTAL TO MOST LEARNING SITUATIONS. THE PRESENT PROPOSAL WILL INVOLVE TWO EXPERIMENTS--(1) NORMAL AND RETARDED 9- AND 10-YEAR-OLD CHILDREN WILL BE INDIVIDUALLY TESTED ON TWO-CHOICE DISCRIMINATION PROBLEMS UTILIZING TWO LEVELS OF TRAINING (CRITERION AND 150 PERCENT OVERTRAINING) ON REVERSAL AND NONREVERSAL TYPE PROBLEMS, (2) RETARDED CHILDREN WILL BE TESTED IN REVERSAL AND NONREVERSAL TYPE PROBLEMS WITH AND WITHOUT SPECIFIC ACCOMPANYING VERBALIZATION TASKS. THERE ARE GOOD THEORETICAL REASONS TO BELIEVE THAT THE INTERNALIZATION OF A PROPER SYMBOLIC SYSTEM SHOULD FACILITATE REVERSAL (TRANSFORMATIONAL) PERFORMANCE. (GC)

EP 010 076 40

THE EXPERIMENTAL ANALYSIS OF VOCATIONAL BEHAVIOR IN MODERATELY RETARDED MALES.
INVESTIGATOR- CROSSEN, JAMES E.
UNIVERSITY OF OREGON, EUGENE
BUREAU NUMBER BR-6-8066 PROP DATE 28 JUL 65
GRANT OEG-32-47-0230-8024

DESCRIPTORS- *ADOLESCENTS, *ADULT STUDENTS, *MALE, *MENTAL RETARDATION, *VOCATIONAL EDUCATION, EUGENE, INSTITUTIONAL SCHOOLS, OREGON, SYSTEMS ANALYSIS,

START DATE 06-01-66 END DATE 02-28-67

THIS RESEARCH HAS AS ITS PRIMARY OBJECTIVE THE ANALYSIS OF THE EFFECTIVENESS OF OPERANT CONDITIONING PROCEDURES IN THE TRAINING OF VOCATIONAL BEHAVIORS IN A GROUP OF VOCATIONALLY NAIVE, MODERATELY RETARDED MALES. THE RESEARCH IS DESIGNED TO PERMIT EMPIRICAL TESTS OF THREE QUESTIONS--(1) WHETHER THESE INDIVIDUALS CAN BE TRAINED BY USE OF THESE PROCEDURES TO FUNCTION EFFECTIVELY IN PRESCRIBED VOCATIONAL ENVIRONMENTS, (2) WHETHER OPTIMAL COMBINATIONS OF TASK DEMANDS AND CONDITIONING PROCEDURES OBTAIN, AND (3) WHETHER BEHAVIORAL PREDICTIONS BASED ON PREVIOUS OPERANT RESEARCH CAN BE GENERALIZED TO THE PRESCRIBED VOCATIONAL BEHAVIORS. FIFTY MODERATELY RETARDED MALES WILL BE SELECTED FROM A VOCATIONALLY TRAINABLE INSTITUTIONAL POPULATION, WITH 10 TO SERVE AS PILOT SUBJECTS AND THE REMAINING FORTY TO BE ASSIGNED TO 1 OF 4 TRAINING CONDITIONS. EACH TRAINING CONDITION WILL INVOLVE THREE SPECIALLY SELECTED VOCATIONAL WORKSHOP TASKS, WHICH HAVE PREVIOUSLY BEEN DEFINED IN TERMS OF CRITICAL TASK COMPONENTS USING A MODIFIED SYSTEMS ANALYSIS TECHNIQUE. REINFORCEMENT CONTINGENCIES WILL BE ESTABLISHED FOR THESE TASK OPERANTS ACCORDING TO ONE OF THE FOUR SPECIFIED SCHEDULES--FIXED RATIO REINFORCEMENT, FIXED INTERVAL REINFORCEMENT, DELAYED (END OF WORK WEEK) INTERVAL REINFORCEMENT, AND NO REINFORCEMENT. APPROXIMATELY 20 30-MINUTE TRAINING SESSIONS ARE ANTICIPATED FOR EACH SUBJECT. THE DATA ANALYSED WILL INCLUDE TREND ANALYSES OF OPERANT RATES AND A TWO-WAY ANALYSIS COVARIANCE DESIGN USING TERMINAL OPERANT RATE AS THE EXPERIMENTAL VARIABLE AND CONTROLLING FOR AGE AT INSTITUTIONAL ADMISSION AND INITIAL OPERANT RATE. (JL)

EP 010 077 24

CONFERENCE AND CURRICULAR AND INSTRUCTIONAL INNOVATIONS IN STATE COLLEGES AND UNIVERSITIES.
INVESTIGATOR- HAWKINS, EARLE T.
TOWSON STATE COLL., BALTIMORE, MD.
BUREAU NUMBER BR-6-2502 PROP DATE 11 MAR 66
GRANT OEG-2-6-062502-0958

DESCRIPTORS- *CONFERENCES, *CURRICULUM ENRICHMENT, *CURRICULUM RESEARCH, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL INNOVATION, BALTIMORE, MARYLAND,

START DATE 05-02-66 END DATE 01-31-67

THE OBJECTIVES OF THE CONFERENCE ON CURRICULAR AND INSTRUCTIONAL INNOVATIONS ARE--(1) DISSEMINATION OF RECENT CURRICULAR AND INSTRUCTIONAL IMPROVEMENTS, (2) GENERATION OF NOVEL SOLUTIONS TO CURRICULAR AND INSTRUCTIONAL PROBLEMS, (3) CHANNELING OF THESE INNOVATIONS INTO SPECIFIC RESEARCH PROPOSITIONS, AND (4) DISSEMINATION OF FRESH APPROACHES. THE CONFERENCE WILL INVOLVE APPROXIMATELY 60 PARTICIPANTS FROM AN ESTIMATED 30 EVOLVING STATE COLLEGES AND UNIVERSITIES FOR THE EQUIVALENT OF 3 FULL DAYS. (GD)

EP 010 078 24

THE HOUSE SYSTEM IN THE BRITISH COMPREHENSIVE (SECONDARY) SCHOOLS.
INVESTIGATOR- POUNDS, RALPH
UNIVERSITY OF CINCINNATI, OHIO
BUREAU NUMBER BR-6-8360 PROP DATE 02 DEC 65
CONTRACT OEC-3-6-068360-1714

DESCRIPTORS- *COMPARATIVE ANALYSIS, *PRIVATE SCHOOLS, *SCHOOL

SYSTEMS, *SECONDARY SCHOOLS, *STUDENT ACTIVITIES (EXCEPT CLASSWORK), CINCINNATI, ENGLAND, GUIDANCE, OHIO, STUDENT LEADERSHIP,

START DATE 06-01-66 END DATE 01-31-68

THE PURPOSE OF THIS STUDY IS TO SURVEY THE EXTENT OF THE USE OF THE HOUSE SYSTEM OF ORGANIZATION IN THE COMPREHENSIVE SCHOOLS OF ENGLAND AND TO EXAMINE ITS POSSIBLE ADAPTATION TO AMERICAN EDUCATION. THE HOUSE SYSTEM, WIDELY USED IN BRITISH COMPREHENSIVE SCHOOLS, GREW OUT OF PRACTICES IN THE BRITISH PRIVATE BOARDING SECONDARY SCHOOLS, THE GREAT "PUBLIC SCHOOLS," AND OTHERS. IN THE CONTEMPORARY VERSION IT CONSISTS OF THE ASSIGNMENT OF EVERY STUDENT TO A HOUSE. EVEN IN DAY SCHOOLS, FOR THE PURPOSE OF SUTDENT GOVERNMENT, MORALE, STUDENT ACTIVITIES, AND GUIDANCE. THIS STUDY WILL INVESTIGATE THE EXTENT OF THE USE OF THIS SYSTEM IN THE COMPREHENSIVE SCHOOLS OF ENGLAND. THE DIFFERENT KINDS OF ORGANIZATION OF THE HOUSE SYSTEM, ITS PROBLEMS, AND ITS CONTRIBUTIONS TO THE PURPOSES OF BRITISH EDUCATION, AND THE STUDY WILL THEN EVALUATE ITS POSSIBLE ADAPTATION FOR USE IN THE UNITED STATES IN RELATION TO THE PURPOSES OF AMERICAN EDUCATION. (GC)

EP 010 079 24

ROLE OF SCHOOL COUNSELORS AND CLERGYMEN IN HELPING PARENTS AND ADOLESCENTS ACHIEVE EDUCATIONAL GOALS THROUGH GROUP WORK.
INVESTIGATOR- GLADSTEIN, GERALD A.
UNIVERSITY OF ROCHESTER, N. Y.
BUREAU NUMBER BR-6-8173 PROP DATE 23 SEP 65
GRANT OEG-6-10-323

DESCRIPTORS- *COMMUNITY INVOLVEMENT, *COUNSELING SERVICES, *GROUP COUNSELING, *GUIDANCE, *SCHOOL-COMMUNITY RELATIONSHIP, COMMUNITY ROLE, NEW YORK, ROCHESTER,

START DATE 05-01-66 END DATE 01-31-67

THE EFFICACY OF A SMALL GROUP OF SCHOOL AND COMMUNITY WORKERS TO AID ADOLESCENTS AND THEIR PARENTS TO DEAL WITH EXISTING OR TO PREVENT FUTURE PROBLEMS WILL BE STUDIED. THIS DEMONSTRATION PROJECT WILL CONSIST OF TWO MAIN PHASES--(1) THE TRAINING PHASE AND (2) THE GROUP WORK PHASE. DURING THE TRAINING PHASE, THE SCHOOL COUNSELORS AND CLERGY WILL BE GIVEN INSTRUCTION IN SMALL GROUP LEADERSHIP. DURING THE GROUP WORK PHASE, THE SCHOOL COUNSELORS AND CLERGY WILL BE COLEADERS TO PARENT OR ADOLESCENT GROUPS. DESCRIPTIVE DATA WILL BE COLLECTED DURING BOTH PHASES OF THE DEMONSTRATION. INTERPRETATIONS OF THE DATA WILL BE MADE BY DETERMINING THE DEGREE OF OVERALL SATISFACTION TO THE PROJECT BY THE VARIOUS PEOPLE INVOLVED. (GD)

EP 010 080 24

THE RELATIONSHIP OF POVERTY TO EDUCATIONAL DEPRIVATION.
INVESTIGATOR- BUCHMAN, EDWARD A.
UNIVERSITY OF PITTSBURGH
BUREAU NUMBER BR-6-1254 PROP DATE 01 SEP 65
CONTRACT OEC-1-6-061254-0809

DESCRIPTORS- *ECONOMIC DISADVANTAGEMENT, *EDUCATIONAL DISADVANTAGEMENT, *EDUCATIONAL PROBLEMS, *QUESTIONNARIES, ECONOMIC FACTORS, ECONOMICALLY DISADVANTAGED, EDUCATIONAL OBJECTIVES, EXPERIMENTS, JUNIOR HIGH SCHOOL, PENNSYLVANIA, PITTSBURGH, SECONDARY SCHOOLS, SENIOR HIGH SCHOOL,

START DATE 05-01-66 END DATE 04-30-67

THE MAJOR PROBLEM TO BE STUDIED CONCERNS THE RELATIONSHIP BETWEEN MEMBERSHIP OF SECONDARY SCHOOL STUDENTS IN DIFFERENT KINDS OF POVERTY GROUPS AND VARIOUS MANIFESTATIONS OF EDUCATIONAL DEPRIVATION. THIS STUDY WILL BE BASED UPON THE ANLYSIS OF DATA COLLECTED BY MEANS OF QUESTIONNAIRES TO BE ADMINISTERED TO APPROXIMATELY 5,000 STUDENTS AND 500 TEACHERS IN 12 JUNIOR AND SENIOR HIGH SCHOOLS IN THE 4-COUNTY PITTSBURGH METROPOLITAN AREA. THESE EXPERIMENTAL SCHOOLS WILL BE MATCHED BY CONTROL SCHOOLS IN SIMILAR COMMUNITIES AND WITH SIMILAR STUDENT BODY COMPOSITION. IN ADDITION, IN ORDER TO SECURE DATA ON AN OVERWHELMINGLY HIGH POVERTY SCHOOL, ONE SCHOOL WITH ABOUT 80 PERCENT POVERTY STUDENTS WILL ALSO BE INCLUDED IN THE SAMPLE. IN EACH OF THE EXPERIMENTAL SCHOOLS, ALL PUPILS AND TEACHERS WILL BE ADMINISTERED QUESTIONNAIRES AT THE BEGINNING OF THE SCHOOL YEAR AND AGAIN AT THE END. IN THE CONTROL SCHOOLS, THESE QUESTIONNAIRES WILL BE ADMINISTERED TO STUDENTS AND TEACHERS OF RANDOMLY SELECTED GRADES. (GC)

EP 010 081 24

A COMPARISON OF TWO METHODS OF TEACHING CONCEPTS ABOUT THE PLASTICS INDUSTRY FOR INDUSTRIAL ARTS EDUCATION.
INVESTIGATOR- STEELE, GERALD L.
UNIV. OF MINNESOTA, COLL. OF EDUC., MINNEAPOLIS
BUREAU NUMBER BR-6-8022 PROP DATE 19 JUL 65
CONTRACT OEC-6-10-351

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL EQUIPMENT, *INDUSTRIAL ARTS, *PLASTICS EDUCATION, *TEACHING METHODS, CONCEPT FORMATION, COORDINATION, LEARNING PROCESSES, MINNEAPOLIS, MINNESOTA, SEVENTH GRADE, SHOP CURRICULUM, ST. PAUL,

START DATE 05-01-66 END DATE 01-15-67

THE RELATIVE EFFECTIVENESS OF TWO TEACHING METHODS WILL BE COMPARED WITH RESPECT TO TEACHING THE CONCEPTS AND PRINCIPLES OF THE PLASTIC PROCESSING INDUSTRY IN THE SEVENTH-GRADE INDUSTRIAL ARTS CURRICULUM. THESE METHODS WILL CONSIST OF USING EDUCATIONAL TOYS AND NON OPERATIVE, THREE-DIMENSIONAL MODELS WHICH SHOW THE PLASTIC PROCESSING CONCEPTS OR, ON THE OTHER HAND, USING COMMERCIALLY DESIGNED AND PRODUCED OPERATIVE PLASTICS PROCESSING EQUIPMENT WHICH IS SUITABLE FOR SCHOOL USE. THE COMMERCIAL PLASTICS EQUIPMENT PROVIDES A HIGHER DEGREE OF REALISM THAN THE EDUCATIONAL PLASTICS PROCESSING TOYS AND THE MODELS. THIS STUDY WILL ATTEMPT TO DETERMINE IF THE DIFFERENCES BETWEEN REAL AND MODEL EQUIPMENT AFFECT THE DEGREE OF CONCEPT ATTAINMENT OF THE PARTICIPATING STUDENTS, AND IF EITHER TYPE OF EQUIPMENT PROVIDES GREATER DEVELOPMENT OF GENERAL COORDINATIVE ABILITY. STUDENTS WILL BE RANKED ACCORDING TO HIGH OR LOW ABILITY AND DIVIDED RANDOMLY BETWEEN THE TWO INDUSTRIAL ARTS TREATMENTS. THE TOTAL SAMPLE WILL CONSIST OF APPROXIMATELY 100 STUDENTS. MEASURES WILL BE TAKEN ON BOTH GROUPS FOR INITIAL LEARNING, RETENTION, TRANSFER, AND COORDINATIVE ABILITY. IN ADDITION TO THESE COMPARISONS, A DETERMINATION OF WHICH TYPE OF EQUIPMENT IS LESS COSTLY IN TERMS OF STUDENT LEARNING TIME AND MONEY WILL BE MADE. (JH)

EP 010 082 24

ANALYSIS, EVALUATION, AND REVISION OF EXISTING MATERIALS FOR AN ADVANCED PLACEMENT ENGLISH COURSE.
INVESTIGATOR- HART, JOHN A.
CARNEGIE INST. OF TECHNOLOGY, PITTSBURGH, PA.
BUREAU NUMBER BR-6-8210
GRANT OEG-1-6-068210-0679

DESCRIPTORS- *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *HIGH SCHOOLS, *INSTRUCTIONAL MATERIALS, *MATERIAL DEVELOPMENT, ENGLISH, PENNSYLVANIA, PITTSBURGH, SEMINARS,

START DATE 03-01-66 END DATE 01-31-67

A CURRICULUM STUDY WILL BE MADE TO REVISE EXISTING MATERIALS PREPARED BY COLLEGE FACULTY FOR THE USE OF HIGH SCHOOL TEACHERS IN ADVANCED PLACEMENT ENGLISH CLASSES. REVISION WILL BE OF TWO KINDS--(1) CHANGES IN ORGANIZATION AND CONTENT SUGGESTED BY THE EXPERIENCE OF HIGH SCHOOL TEACHERS USING THE COURSE MATERIALS OVER THE PAST 3 YEARS, AND (2) ADDITION OF DESCRIPTIVE AND ANALYTIC SECTIONS TO TAKE THE PLACE OF SEMINARS AND MEETINGS WHICH HAVE BEEN CONDUCTED IN THE PAST. THE EXISTING MATERIALS IN THEIR REVISED AND ENLARGED FORM WILL BE MADE AVAILABLE AS WORKABLE DESCRIPTIONS OF A COURSE INDEPENDENT OF CONTINUING HELP FROM COLLEGE STAFF. THE PROCEDURES ARE--(1) CONSULTATION WITH HIGH SCHOOL TEACHERS WHO HAVE BEEN MEMBERS OF THE CARNEGIE TECH SUMMER SEMINARS IN ADVANCED PLACEMENT ENGLISH, AND WHO ARE USING OR HAVE USED THE COURSE MATERIALS; (2) COMPILATION OF SUGGESTIONS AND EVALUATIONS, (3) REVISION OF COURSE MATERIALS AND WRITING OF ADDITIONAL DESCRIPTIVE SECTIONS TO TAKE THE PLACE OF SEMINAR DISCUSSION, (4) PREPARATION OF MATERIALS IN FINAL FORM, TYPING AND DUPLICATION, AND (5) DISTRIBUTION OF MATERIALS. (GC)

EP 010 083 24

THE PREPARATION AND EVALUATION OF AN EXPERIMENTAL INDEPENDENT STUDY PROGRAM FOR GIFTED HIGH SCHOOL UNDERACHIEVERS.
INVESTIGATOR- PURKEY, WILLIAM W.
UNIV. OF FLORIDA, COLL. OF EDUCATION, GAINESVILLE
BUREAU NUMBER BR-6-1334 PROP DATE 01 AUG 65
CONTRACT OEC-2-6-061334-0606

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *GIFTED, *HIGH SCHOOL STUDENTS, *SPECIAL PROGRAMS, *UNDERACHIEVERS, COMPARATIVE ANALYSIS, FLORIDA, GAINESVILLE, READING IMPROVEMENT, WRITING,

START DATE 05-01-66 END DATE 04-30-67

THE OBJECTIVE OF THIS STUDY IS THE PREPARATION AND EVALUATION OF AN EXPERIMENTAL INDEPENDENT STUDY PROGRAM FOR GIFTED HIGH SCHOOL UNDERACHIEVERS BUILT AROUND THE DIFFICULTIES WHICH THEY ARE KNOWN TO EXPERIENCE. THE COURSE WILL CONSIST OF A SERIES OF DISCRETE BUT INTERRELATED STUDY UNITS. EACH UNIT WILL CONSIST OF -- (1) AN INTRODUCTION, ADDRESSED DIRECTLY TO THE STUDENT EXPLAINING THE PERSONAL SIGNIFICANCE OF THE UNIT, AND (2) A RELEVANT READING AND WRITING ASSIGNMENT. THE READING AND WRITING ASSIGNMENTS WILL BE ENCLOSED IN A STUDENT MANUAL. THEY WILL BE CHOSEN ON THE BASIS OF THEIR ABILITY (1) TO RELATE TO THE DIFFICULTIES WHICH THE GIFTED UNDERACHIEVER SEEMS TYPICALLY TO ENCOUNTER AND (2) TO PROVE INTERESTING AND ATTRACTIVE TO THE BRIGHT ADOLESCENT. COMPARISONS OF THE ADJUSTIVE CAPACITIES OF A SELECTED SAMPLE OF ABLE BUT UNDERACHIEVING STUDENTS BEFORE AND AFTER COMPLETING THE PROGRAM WILL BE MADE ALONG WITH COMPARISONS WITH A MATCHED CONTROL GROUP. EFFORTS WILL BE MADE TO ASCERTAIN DIFFERENCES IN TEST-ESTIMATED PERSONALITY CHARACTERISTICS, OUTWARDLY PROFESSED PERSONALITY CHARACTERISTICS, DERIVED MEASURES OF SELF-INSIGHT, GRADE-POINT AVERAGES, AND COUNSELOR, TEACHER, PEER, AND PARENT EVALUATIONS. (GC)

EP 010 084 08

LOUISIANA VOCATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT.
INVESTIGATOR- FLETCHER, L.E.
STATE DEPT. OF EDUCATION, BATON ROUGE, LA.
BUREAU NUMBER BR-6-2719 PROP DATE 20 APR 66
GRANT OEG-4-6-062719-2074

DESCRIPTORS- *CONSULTANTS, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, *VOCATIONAL REHABILITATION, *VOCATIONAL RETRAINING, ADVISORY COMMITTEES, BATON ROUGE, EDUCATIONAL RESEARCH, LOUISIANA, RESEARCH COMMITTEES, RESEARCH PROJECTS, STATE PROGRAMS,

START DATE 06-22-66 END DATE 07-31-69

THE MAJOR OBJECTIVE IS TO ESTABLISH A VOCATIONAL COORDINATING UNIT WITH THE PRIME RESPONSIBILITY OF FILLING THE NEED FOR EFFECTIVE RESEARCH AND DEVELOPMENT IN VOCATIONAL EDUCATION IN THE STATE. THE UNIT WILL--(1) CONDUCT OCCUPATIONAL STUDIES AND WORK COOPERATIVELY WITH LOCAL, STATE, FEDERAL, AND PRIVATE AGENCIES IN SURVEYING AVAILABLE DATA ON EMPLOYMENT OPPORTUNITIES, CHANGES IN THE LABOR MARKET, AND OCCUPATIONAL REQIREMENTS AS A BASE FOR PLANNING EFFECTIVE VOCATIONAL PROGRAMS, (2) SERVE AS A COORDINATING CENTER FOR THE PLANNING AND DEVELOPMENT OF PROGRAMS OF VOCATIONAL RESEARCH AND EDUCATION IN THE STATE, (3) IDENTIFY AND EXAMINE DEFICIENCIES RELATING TO VOCATIONAL EDUCATION IN LOUISIANA, MAKE USE OF VOCATIONAL RESEARCH AND DEVELOPMENT FACILITIES IN STRENGTHENING VOCATIONAL EDUCATION, (4) DISSEMINATE RESEARCH FINDINGS AND PROVIDE CONSULTATIVE SERVICES TO ALL DIVISIONS OF VOCATIONAL EDUCATION, INCLUDING TEACHER-TRAINING IN INSTITUTIONS, AND (5) DEVELOP EVALUATIVE INSTRUMENTS FOR MEASURING THE EFFECTIVENESS OF VOCATIONAL EDUCATION PROGRAMS. ADVISORY COMMITTEES COMPOSED OF MEMBERS FROM BUSINESS, LABOR, INDUSTRY, AGRICULTURE, AND EDUCATION WILL BE UTILIZED ON A WORK OR PROJECT BASIS. (GC)

EP 010 085 08

FLEXIBILITY FOR VOCATIONAL EDUCATION THROUGH COMPUTER SCHEDULING.
INVESTIGATOR- ALLEN, DWIGHT W.
STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
BUREAU NUMBER BR-6-2409 PROP DATE 11 MAY 66
GRANT OEG-4-6-06209-1604

DESCRIPTORS- *CURRICULUM, *SCHEDULING, *VOCATIONAL EDUCATION, CALIFORNIA, COMPUTER PROGRAMS, COURSE ORGANIZATION,

START DATE 06-20-66 END DATE 06-30-68

THE STANFORD SCHOOL SCHEDULING SYSTEM (SSSS) WILL BE

APPLIED TO VOCATIONAL-TECHNICAL AND COMPREHENSIVE SCHOOL CURRICULUMS. THE TWO SETS OF SCHOOLS WILL BE CHARACTERIZED BY GEOGRAPHIC DISTRIBUTION, RURAL-SUBURBAN-URBAN AREA BALANCE, VARIETY OF TYPES OF SCHOOLS, GRADE ORGANIZATION, ENROLLMENT LEVELS, AND CLIENTELE SERVED. A STUDY OF THE RELATIONSHIP BETWEEN GENERAL AND VOCATIONAL EDUCATION, THE DEVELOPMENT OF PERFORMANCE CRITERIA OF ACHIEVEMENT FOR ALL VOCATIONAL AREAS, AND A DELINEATION OF PROCEDURES TO INTRODUCE MINIMAL VOCATIONAL EXPERIENCES TO SCHOOLS LACKING VOCATIONAL PROGRAMS WILL BE CONDUCTED BY EACH SCHOOL FACULTY WITH ASSISTANCE FROM THE STANFORD SENIOR STAFF. SYSTEMATIC DATA COLLECTION AND ANALYSIS WILL DETERMINE WHICH PROJECT GOALS HAVE BEEN REALIZED. THE ECONOMIC FEASIBILITY OF USING SSSS AS AN ENABLING TECHNOLOGY FOR VOCATIONAL AND TECHNICAL EDUCATION IS ANTICIPATED. (HS)

EP 010 086 08

A RESEARCH AND DEVELOPMENT PROGRAM FOR TRAINING IN MICRO-PRECISION SKILLS.
INVESTIGATOR- WALES, HUGH C.
UNIVERSITY OF ILLINOIS, URBANA
BUREAU NUMBER BR-6-2336 PROP DATE 15 FEB 66
GRANT OEG-3-6-062336-2081

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *HIGH SCHOOL GRADUATES, *SKILL CENTERS, *VOCATIONAL EDUCATION, ILLINOIS, JOB SKILLS, MECHANIC, URBANA,

START DATE 06-22-66 END DATE 08-31-67

TO HELP MEET MANPOWER NEEDS, IT IS PROPOSED THAT AN EXPERIMENTAL TRAINING PROGRAM IN MICRO-PRECISION BE ESTABLISHED AND OPERATED AT THE UNIVERSITY OF ILLINOIS. A TEAM OF 13 CONSULTANTS WILL STUDY AND SUGGEST MEANS BY WHICH THE CURRICULUM ORGANIZATION SHOULD BE UNDERTAKEN AND SUPPLEMENTED. AN EXPERIMENTAL PROGRAM HAS BEEN DESIGNED, AND THE FEATURES OF THIS 9-MONTH TRAINING PROGRAM FOR HIGH SCHOOL GRADUATES WILL BE TESTED. THE EXPERIMENTAL PROGRAM WILL HAVE FACILITIES AND INSTRUCTIONAL EQUIPMENT TO ACCOMMODATE 60 STUDENTS. (GD)

EP 010 087 08

VOCATIONAL EDUCATION ADMINISTRATION CONFERENCE.
INVESTIGATOR- MORRIS, CLYDE M.
UNIVERSITY OF NORTH DAKOTA, COLLEGE OF EDUCATION
BUREAU NUMBER BR-6-8505 PROP DATE 28 JAN 66
GRANT OEG-3-6-068505-1926

DESCRIPTORS- *ADMINISTRATOR GUIDES, *CONFERENCES, *PROGRAM ADMINISTRATION, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, GRAND FORKS, INDUSTRIAL EDUCATION, MINNESOTA, NORTH DAKOTA, RURAL AREAS, SOUTH DAKOTA, VOCATIONAL SCHOOLS,

START DATE 06-15-66 END DATE 04-15-67

A CONFERENCE TO STUDY THE ADMINISTRATION OF INDUSTRIAL EDUCATION IS PROPOSED. LOCAL, REGIONAL, AND NATIONAL EDUCATORS WILL PRESENT REPORTS ON THE VARIOUS PHASES OF VOCATIONAL EDUCATION, AND PARTICIPANTS WILL HAVE DISCUSSION AND QUESTION-AND-ANSWER SESSIONS IN WHICH TO CONSIDER WHAT THEY HAVE HEARD. THE SPECIFIC OBJECTIVES ARE TO--(1) ACQUAINT PARTICIPANTS WITH THE PHILOSOPHY AND OBJECTIVES OF VOCATIONAL EDUCATION, (2) PRESENT TRENDS IN VOCATIONAL EDUCATION AND THEIR IMPLICATIONS TO SCHOOL DISTRICTS, (3) REVIEW FEDERAL LEGISLATION IN RELATION TO THE LOCAL SCHOOL DISTRICT, (4) CONSIDER WHAT OTHER STATES ARE DOING, (5) ORIENT THE PARTICIPANTS TO THE VOCATIONAL SERVICES OFFERED BY NORTH DAKOTA AGENCIES AND PERSONNEL, (6) CONSIDER THE DIFFERENT TYPES OF VOCATIONAL SCHOOLS AND ADULT EDUCATION, (7) STIMULATE AN ASSESSMENT OF LOCAL COMMUNITY NEEDS AND DETERMINE WHAT IS NEEDED TO IMPLEMENT A VOCATIONAL PROGRAM, AND (8) EVALUATE THE EFFECTS OF THIS CONFERENCE. (GC)

EP 010 088 08

UNIVERSITY OF ILLINOIS SUMMER INSTITUTE FOR TEACHERS OF ORNAMENTAL HORTICULTURE IN THE MIDWESTERN SECTION OF THE UNITED STATES.
INVESTIGATOR- HEMP, PAUL E.
UNIVERSITY OF ILLINOIS, URBANA
BUREAU NUMBER BR-6-1538
GRANT OEG-3-6-061538-0950

DESCRIPTORS- *BOTANY, *HORTICULTURE, *SUMMER PROGRAMS, *TEACHER WORKSHOP, *VOCATIONAL EDUCATION, HIGHER EDUCATION, ILLINOIS, INSTRUCTIONAL AIDS, SECONDARY EDUCATION, URBANA,

START DATE 06-08-66 END DATE 10-31-67

A 4-WEEK, SUMMER TRAINING PROJECT FOR TEACHERS WILL BE CONDUCTED TO DEVELOP TEACHING AIDS AND STUDY MATERIALS, AND TO EVALUATE A NEW DESIGN FOR ACTIVATING AND IMPROVING VOCATIONAL ORNAMENTAL HORTICULTURE PROGRAMS AT THE SECONDARY AND POSTSECONDARY GRADE LEVELS. TRAINING WILL INCLUDE TECHNICAL CONTENT IN ORNAMENTAL HORTICULTURE AS WELL AS PEDAGOGICAL CONTENT, AND THE TRAINEES WILL BE REQUIRED TO DEVELOP SPECIFIC REFERENCE MATERIALS AND LEARNING AIDS. ALL ACTIVITIES WILL EMPHASIZE THE HORTICULTURAL ENTERPRISES OF MIDWESTERN UNITED STATES. ORNAMENTAL TREES AND PLANTS COMMONLY GROWN IN THESE MIDWESTERN STATES WILL BE GIVEN SPECIAL CONSIDERATION. A TEAM OF FOUR OR MORE STAFF MEMBERS WHO ARE CURRENTLY ON THE UNIVERSITY OF ILLINOIS FLORICULTURE AND ORNAMENTAL HORTICULTURE STAFF WILL TEACH UNITS IN (1) PLANT PROPAGATION, (2) TURF MANAGEMENT, (3) NURSERY MANAGEMENT, (4) GREENHOUSE MANAGEMENT, (5) ARBORICULTURE, AND (6) ORNAMENTAL GARDENING. THE EVALUATION PHASE OF THIS PROJECT SHALL INCLUDE A FOLLOWUP OF PARTICIPATING TEACHERS TO EVALUATE THE TRAINING INSTITUTE AND THE REFERENCE MATERIALS AND LEARNING AIDS. (JH)

EP 010 089 08

EXPERIMENTAL RESEARCH PROGRAM FOR VOCATIONAL-TECHNICAL TEACHERS.
INVESTIGATOR- MERRIL, E. C. RUSSELL, WENDELL H.
UNIVERSITY OF TENNESSEE, COLLEGE OF EDUCATION
BUREAU NUMBER BR-6-2329 PROP DATE 21 FEB 66
GRANT OEG-2-6-062329-1865

DESCRIPTORS- *INDUSTRIAL EDUCATION, *INSERVICE TEACHER EDUCATION, *ON-THE-JOB TRAINING, *TEACHER IMPROVEMENT, *VOCATIONAL EDUCATION, KNOXVILLE, OAK RIDGE, RESEARCH PROJECTS, SPECIAL EDUCATION, SPECIAL PROGRAMS, SUMMER PROGRAMS, TEACHER EDUCATION, TEACHER PARTICIPATION, TENNESSEE,

START DATE 08-03-66 END DATE 08-31-67

THE OBJECTIVE IS TO MAKE INDUSTRIAL FACILITIES AND RESEARCH IN TRAINING AVAILABLE TO VOCATIONAL AND TECHNICAL EDUCATION. EXPLOITATION AND UTILIZATION OF THE EXCEPTIONAL FACILITIES AND STAFF OF THE U.S. ATOMIC ENERGY COMMISSION'S Y-12 PLANT, OPERATED BY UNION CARBIDE, WILL BE MADE IN A TWO-CYCLE PROGRAM TO CONDUCT RESEARCH IN (1) UPGRADING PRACTICING VOCATIONAL AND TECHNICAL TEACHERS BY EXPOSURE TO ADVANCED INDUSTRIAL TECHNOLOGY AND PRACTICES, (2) PROVIDING OPPORTUNITIES UNDER OPTIMUM CONTROLLED CONDITIONS FOR EXPERIMENTATION AND RESEARCH IN DEVELOPING TRAINING PROGRAMS (WITH TEACHERS UNDERGOING ACTUAL INSTRUCTION) THAT WILL CLOSE THE GAP BETWEEN INDUSTRIAL PRACTICE AND CLASSROOM INSTRUCTION, AND (3) DEVELOPING MODEL PROGRAMS FOR APPLICATION ELSEWHERE THAT WILL ESTABLISH NEW PATTERNS FOR TEACHER INSTRUCTION. THE PROGRAM IN TWO SUMMERS WILL USE 160 TEACHERS FROM SOUTHEASTERN UNITED STATES. ONE WEEK OF ORIENTATION, TESTING, AND COUNSELING AND 8 WEEKS OF INSTRUCTION WILL BE CONDUCTED AT THE AEC Y-12 PLANT IN OAK RIDGE, TENNESSEE. RESEARCH WILL BE IN THREE OCCUPATIONAL AREAS--ELECTRONICS, MACHINE SHOP, AND MECHANICAL DRAWING. CLASSROOM SESSIONS, SHOPWORK EXPERIENCE AND OBSERVATION, LECTURES, AND SEMINARS WILL BE COMBINED WITH TUTORIAL ASSISTANCE AND GUIDANCE SERVICES SO AS TO DEVELOP INDIVIDUALIZED EXPERIMENTAL PROGRAMS FOR PARTICIPANTS. THERE WILL BE INDIVIDUALIZED TECHNICAL REVIEW COURSES AND ENRICHMENT EXPERIENCES. TRAINING PROGRAM INNOVATIONS WILL BE CONCERNED WITH EXPERIMENTAL USE OF AN INDUSTRIAL DEVELOPMENT FACILITY AND ITS EXPERIENCED STAFF AND CAPABLE ENGINEERS, TECHNICIANS, AND CRAFTSMEN SO AS TO PREPARE TEACHERS TO MEET THE DEMANDS OF TODAY'S TRAINING NEEDS FOR ADVANCED INDUSTRIAL TECHNOLOGY. (GC)

EP 010 090 08

DEVELOPMENT AND TESTING OF AN EXPERIMENTAL MOBILE INSTRUCTIONAL FACILITY FOR APPLIED COURSES IN ENGINEERING TECHNOLOGY.
INVESTIGATOR- KLEINE, LOUIS W.
NEW MEXICO STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-2236 PROP DATE 08 FEB 66
GRANT OEG-4-6-062236-1521

DESCRIPTORS- *ECONOMIC FACTORS, *ELECTRICITY, *ENGINEERING, *MOBILE EDUCATIONAL SERVICES, *MOBILE LABORATORY, COMPARATIVE ANALYSIS, ECONOMICALLY DISADVANTAGED, EDUCATIONAL IMPROVEMENT, EDUCATIONAL OPPORTUNITIES, NEW MEXICO, UNIVERSITY PARK,

START DATE 06-01-66 END DATE 03-31-68

THE PURPOSE OF THIS PROJECT IS TO ASSESS THE EDUCATIONAL AND ECONOMIC FEASIBILITY OF PROVIDING MOBILE LABORATORY FACILITIES FOR CONDUCTING CLASSES IN APPLIED ELECTRICITY AT BRANCH COLLEGES OF NEW MEXICO STATE UNIVERSITY. THE PROCEDURES TO BE FOLLOWED IN CONDUCTING THIS STUDY ARE TO--(1) ACQUIRE AND EQUIP A MOBILE FACILITY WHICH WILL SERVE TWO OF THE OUTLYING BRANCH INSTITUTIONS, (2) CONCURRENTLY CONDUCT THE TRAINING AT THESE TWO CENTERS (WITH THE MOBILE LABORATORY) AND AT THE STATE UNIVERSITY (WITH PERMANENTLY INSTALLED LABORATORY EQUIPMENT), (3) COMPARATIVELY EVALUATE LEARNED SKILLS OF THE STUDENTS WHO HAVE USED THE MOBILE LABORATORY WITH STUDENTS WHO HAVE USED PERMANENTLY INSTALLED LABORATORY FACILITIES, AND (4) INTERPRET AND DISSEMINATE THE FINDINGS. THIS PROJECT WILL (1) PROVIDE EDUCATIONAL EXPERIENCES TO MANY STUDENTS WHO CANNOT AFFORD RESIDENT STUDY, (2) BE A MEANS OF OFFERING QUALITY EDUCATION WITH SUBSTANTIALLY LESS CAPITAL OUTLAY, AND (3) PROVIDE A PRECEDENT THAT CAN BE ADOPTED TO OFFER VOCATIONAL AND TECHNICAL CURRICULUMS TO MANY STUDENTS WHO ARE PRESENTLY BEING DENIED SUCH ADVANTAGES BECAUSE OF SMALL AND/OR IMPOVERISHED SCHOOL DISTRICTS. (GC)

EP 010 091 08

VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR RURAL GUIDANCE WORKERS.
INVESTIGATOR- SEVERINSEN, K. NORMAN
WESTERN ILLINOIS UNIV., MACOMB
BUREAU NUMBER BR-6-2208 PROP DATE 08 FEB 66
GRANT OEG-3-6-062208-0716

DESCRIPTORS- *COUNSELORS, *GUIDANCE COUNSELING, *POST-HIGH SCHOOL GUIDANCE, *RURAL YOUTH, *VOCATIONAL COUNSELING, COUNSELING SERVICES, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOL STUDENTS, ILLINOIS, INFORMATION DISSEMINATION, MACOMB, STUDENT ATTITUDES, SUMMER WORKSHOP, SURVEYS,

START DATE 05-01-66 END DATE 08-30-67

APPROXIMATELY 20 GUIDANCE WORKERS WILL PARTICIPATE IN A 2-WEEK WORKSHOP UPGRADING THE VOCATIONAL-EDUCATIONAL INFORMATION SERVICES OF RURAL HIGH SCHOOLS. THIS WORKSHOP WILL CONSIST OF CONTACTING SPECIALISTS WHO ARE KNOWLEDGEABLE IN BOTH TECHNICAL AND ACADEMIC POST-HIGH SCHOOL EDUCATION AND IN THE EMPLOYMENT OPPORTUNITIES OF VARIOUS FIELDS. INFORMATION GAINED FROM THESE CONTACTS WILL BE USED BY THE PARTICIPANTS TO PLAN DURING THE FOLLOWING ACADEMIC YEAR. SEVERAL ONE-DAY CONFERENCES WILL BE HELD DURING THE SCHOOL YEAR TO FOLLOWUP THE SUMMER WORKSHOP. THESE WILL PROVIDE FOR CONTINUING PROCEDURAL EVALUATION IN THE RESPECTIVE SCHOOLS AND FOR DISCUSSION TO ESTABLISH METHODS FOR DEALING WITH SPECIFIC PROBLEMS WHICH DEVELOP. EVALUATION OF THE RESULTS WILL INVOLVE STUDENT OPINION SURVEYS IN EXPERIMENTAL AND CONTROL SCHOOLS AND ANALYSIS OF THE DIFFERENCES BETWEEN THEM. (JH)

EP 010 092 08

CHILD DEVELOPMENT TRAINING PROGRAM FOR VOCATIONAL HOME ECONOMICS TEACHERS.
INVESTIGATOR- SULEK, HELEN
UNIVERSITY OF NEBRASKA, LINCOLN
BUREAU NUMBER BR-6-2186 PROP DATE 14 FEB 66
GRANT OEG-3-6-062186-0730

DESCRIPTORS- *CHILD DEVELOPMENT, *CHILD-CARE CENTERS, *HOME ECONOMICS EDUCATION, *TEACHER WORKSHOP, *VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOL STUDENTS, HOMEMAKING SKILLS, LINCOLN, NEBRASKA, SECONDARY EDUCATION, TRAINING,

START DATE 05-01-66 END DATE 03-01-67

GRADUATE-LEVEL TRAINING WILL BE OFFERED TO QUALIFIED VOCATIONAL HOMEMAKING TEACHERS, ENABLING THEM TO PREPARE HIGH

SCHOOL STUDENTS FOR GAINFUL EMPLOYMENT IN CHILD-CARE CENTERS. FROM 30 TO 50 TEACHERS THROUGHOUT THE UNITED STATES WILL BE ENROLLED IN AN INTENSIVE 6-WEEK TRAINING PROGRAM, EQUIVALENT TO 6 SEMESTER HOURS OF COURSE WORK. TWO COURSES WILL BE OFFERED IN "HUMAN DEVELOPMENT AND THE FAMILY." IN ADDITION, A SEMINAR WILL BE HELD WHERE RESOURCE PEOPLE WILL PRESENT LECTURES FROM RELATED DISCIPLINES TO BE COORDINATED BY A SEMINAR LEADER. LABORATORY EXPERIENCES, FIELD TRIPS, AND USE OF COMMUNITY RESOURCES WILL SUPPLEMENT THE COURSE OF WORK. (JH)

EP 010 093 08

A TWO-WEEK WORKSHOP IN PSYCHIATRIC NURSING FOR PROFESSIONAL NURSE EDUCATORS IN PRACTICAL NURSE SCHOOLS.
INVESTIGATOR- CRAWFORD, ANNIE L.
SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.
BUREAU NUMBER BR-6-2129 PROP DATE 29 JAN 66
GRANT OEG-2-6-062129-0724

DESCRIPTORS- *INSTRUCTIONAL PROGRAMS, *MENTAL HEALTH, *NURSES, *TEACHER WORKSHOP, *TEACHER-NURSE, ATLANTA, AUDIOVISUAL AIDS, AUTOINSTRUCTIONAL AIDS, CLINICS, CURRICULUM DEVELOPMENT, GEORGIA, GROUP INSTRUCTION, HEALTH SERVICES, INDIVIDUALIZED CURRICULUM, PSYCHIATRIC HOSPITALS, TEST CONSTRUCTION,

START DATE 03-01-66 END DATE 02-28-67

EDUCATIONAL OBJECTIVES, CURRICULUM INSTRUCTIONAL MATERIALS, AND PROCEDURES FOR TEACHING MENTAL HEALTH AND PSYCHIATRIC NURSING WILL BE DEVELOPED AND USED FOR INSTRUCTING TEACHERS OF PRACTICAL NURSE STUDENTS WITH RESPECT TO RECENT DEVELOPMENT OF KNOWLEDGE, ATTITUDES, AND SKILLS IN THIS NURSING AREA. A 2-WEEK WORKSHOP WILL BE SET UP FOR THE INSTRUCTIONAL PROGRAM EMPLOYING 2 PSYCHIATRIC NURSES AND 1 MENTAL HEALTH NURSE AS FACULTY. THREE CLINICAL INSTRUCTORS FROM HOSPITALS WILL ASSIST DURING THE WORKSHOP. TRAINEES WILL BE ASSIGNED CLINICAL WORK WITH PATIENTS, PREPARE OBSERVATION AND INTERACTION NOTES, AND USE THESE FOR INDIVIDUAL REVIEW AND GROUP CONFERENCES WITH INSTRUCTORS. THEY WILL ATTEND AND PARTICIPATE IN LECTURE-DISCUSSIONS AND INTER- AND INTRA-DISCIPLINARY STAFF CONFERENCES AND REVIEW AUDIOVISUAL AND SELF-STUDY MATERIALS, INCLUDING BOOKS, JOURNALS, AND PROGRAMED LESSONS. IN ADDITION, THEY WILL--(1) SELECT, REVIEW, OR PREPARE PSYCHIATRIC NURSING CONTENT CURRICULUMS FOR PRACTICAL NURSE SCHOOLS, (2) PREPARE SAMPLE TEST QUESTIONS, (3) SELECT OTHER INSTRUCTIONAL MATERIALS, AND (4) EVALUATE PROGRAMS. THE PROJECT FACULTY WILL EVALUATE THE ACHIEVEMENT OF TRAINEES, INDIVIDUALLY IN RELATION TO THE OBJECTIVES OF THE WORKSHOP ON IMMEDIATE AND FOLLOWUP BASES. APPROXIMATELY 30 TRAINEES WILL PARTICIPATE. (JH)

EP 010 094 08

*GEORGIA OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT
INVESTIGATOR- BOTTOMS, JAMES E.
STATE DEPT. OF EDUCATION, ATLANTA, GA.
BUREAU NUMBER BR-6-2731 PROP DATE 21 APR 66
GRANT OEG-2-6-062731-2075

DESCRIPTORS- *OCCUPATIONAL INFORMATION, *RESEARCH PROJECTS, *STATE PROGRAMS, GEORGIA, GRADUATE STUDY, INFORMATION DISSEMINATION, STATE AID,

START DATE 06-22-66 END DATE 07-31-69

A RESEARCH UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT WILL BE ESTABLISHED WITHIN THE VOCATIONAL EDUCATION DIVISION OF THE STATE DEPARTMENT OF EDUCATION. ITS PRIMARY MISSION WILL BE TO STIMULATE RESEARCH STUDIES EVOLVING FROM PROBLEMS RELATED TO OCCUPATIONAL TRAINING AT THE SECONDARY AND POSTSECONDARY LEVELS WHICH HAVE BEEN RECOGNIZED BY ANY OF THE 23 VOCATIONAL-TECHNICAL SCHOOLS IN THE STATE. ADDITIONALLY, THE COMPILATION, INTERPRETATION, AND DISSEMINATION OF R AND D PROJECT INFORMATION DERIVED WITHIN OR OUTSIDE THE STATE BUT WHICH IS RELATED TO LOCAL OCCUPATIONAL TRAINING PROBLEMS WILL BE PERFORMED. CONSULTATION SERVICES WILL BE PROVIDED TO ASSIST RESEARCHERS IN PLANNING AND IMPLEMENTING PROJECTS. THE TRAINING OF COMPETENT RESEARCHERS WILL BE STIMULATED THROUGH FINANCIAL ASSISTANCE TO SELECTED GRADUATE STUDENTS. (HS)

EP 010 095 08

WYOMING RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION.
INVESTIGATOR- MCCUTCHAN, GEORGE A.
STATE DEPT. OF EDUCATION, CHEYENNE, WYO.
BUREAU NUMBER BR-6-2729 PROP DATE 24 JUN 66
GRANT OEG-4-6-062729-2083

DESCRIPTORS- *ADMINISTRATIVE AGENCIES, *COORDINATION, *EDUCATIONAL RESEARCH, *STATE PROGRAMS, *VOCATIONAL EDUCATION, ADMINISTRATIVE ORGANIZATION, CHEYENNE, COUNSELING SERVICES, EDUCATIONAL IMPROVEMENT, INFORMATION DISSEMINATION, RESEARCH METHODOLOGY, RESEARCH PROJECTS, STATE ACTION, WYOMING, YOUTH OPPORTUNITIES,

START DATE 06-22-66 END DATE 07-31-69

AN ADMINISTRATIVE AND OPERATIONAL UNIT WILL BE ESTABLISHED IN THE WYOMING STATE DEPARTMENT OF EDUCATION TO COORDINATE AND RELATE OCCUPATIONAL RESEARCH PROJECTS, ACTIVITIES, AND INFORMATION WHICH ALREADY EXISTS OR MAY BE PLANNED FOR MEETING THE SPECIAL VOCATIONAL NEEDS OF YOUTH. OTHER ACTIVITIES OF THIS DEPARTMENTAL UNIT WILL BE DISSEMINATING VOCATIONAL RESEARCH DESIGNED TO ASSIST LOCAL SCHOOLS, PUBLICIZING STATEWIDE VOCATIONAL FUNCTIONS OF CLEARINGHOUSES, AND PROVIDING VOCATIONAL CONSULTATION SERVICES THROUGHOUT THE STATE. (JH)

EP 010 096

THE DEVELOPMENT OF VALIDATED MUSEUM EXHIBITS.
INVESTIGATOR- NICOL, ELIZABETH H.
CHILDRENS MUSEUM, BOSTON
BUREAU NUMBER BR-5-0245 PROP DATE 24 MAR 66
CONTRACT OEC-6-050245-1015

DESCRIPTORS- *ELEMENTARY EDUCATION, *INSTRUCTIONAL AIDS, *INSTRUCTIONAL TECHNOLOGY, *MUSEUMS, *THREE-DIMENSIONAL AIDS, BOSTON, DIDACTIC METHOD, EVALUATION, EXHIBITS, MASSACHUSETTS, REINFORCEMENT,

START DATE 06-01-66 END DATE 06-30-67

TWO CLOSELY RELATED DIDACTIC EXHIBITS WILL BE DESIGNED

AND BUILT TO DEMONSTRATE THE USE IN EXHIBIT DESIGN OF SUCH RECENT INSTRUCTIONAL TECHNOLOGY AS CLEAR DEFINITION OF BEHAVIORAL OBJECTIVES, ANALYSIS OF LEARNER-VISITOR CHARACTERISTICS, FEEDBACK FOR BOTH THE VISITOR AND EXHIBIT DESIGNER, SEQUENCE AND TIMING CONTROL OVER VISITOR USAGE OF EXHIBITS, REINFORCERS, AND REPEATED TESTING AND REVISION OF EXHIBITS. AFTER PRELIMINARY RESEARCH AND PLANNING, PROTOTYPES WILL BE BUILT AND TESTED WITH A SMALL SAMPLE OF THE VISITOR POPULATION (THE CHILDREN'S MUSEUM'S POPULATION IS LARGELY KINDERGARTEN THROUGH 6TH GRADE). REVISIONS IN DESIGNS WILL BE MADE ON THE BASIS OF THE DATA COLLECTED IN THE PROTOTYPE TRYOUT BEFORE THE OPERATIONAL EXHIBITS ARE BUILT. EACH EXHIBIT AREA FOR A 6-MONTH OPERATIONAL EVALUATION. CONTINUING DATA COLLECTION, EVALUATION, AND MINOR REVISIONS WILL BE MADE DURING THIS PERIOD. THE EXHIBITS WILL BE EVALUATED WITH RESPECT TO THEIR ATTRACTING AND STAYING POWER, THE QUALITY OF INTERACTION BETWEEN VISITOR AND EXHIBIT, THE LEARNING OUTCOMES OF THIS INTERACTION, AND THE COST FACTORS FOR DEVELOPING AND MAINTAINING THESE EXHIBITS. (GC)

EP 010 097 48

BASIC COURSE IN SANGO (A LANGUAGE OF THE CENTRAL AFRICAN REPUBLIC).
INVESTIGATOR- SAMARTIN, WILLIAM J.
GRACE THEOLOGICAL SEMINARY AND COLLEGE
BUREAU NUMBER BR-6-2286 PROP DATE 18 FEB 66
CONTRACT OEC-3-6-062286-1662

DESCRIPTORS- *LANGUAGE DEVELOPMENT, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, ADULT STUDENTS, CENTRAL AFRICAN REPUBLIC, INDIANA, LANGUAGE FLUENCY, SANGO LANGUAGE, TAPE RECORDINGS, WINONA LAKE,

START DATE 06-01-66 END DATE 09-30-67

THE PURPOSE OF THE PROJECT IS TO PREPARE A SET OF LESSONS FOR TEACHING THE SANGO LANGUAGE TO ADULT AMERICANS. THE LESSONS WILL INCLUDE DRILLS IN DISCRIMINATING THOSE SOUNDS WHICH ARE DIFFERENT FROM ENGLISH ONES, ESPECIALLY CERTAIN CONSONANTS AND TONE. THE LESSONS WILL INCLUDE DIALOGUES FOCUSING ON VARIOUS KINDS OF EXPERIENCE ONE CAN EXPECT TO FACE IN THE CENTRAL AFRICAN REPUBLIC. VOCABULARY WILL BE PRESENTED ACCORDING TO SEMANTIC DOMAINS. READINGS WILL SUPPLEMENT THE DIALOGUES AND GRAMMATICAL ILLUSTRATIONS. THE PROJECT WILL PROCEED BY FIRST TRANSLATING SANGO TEXTS COLLECTED FOR EARLIER RESEARCH ON THE SANGO LANGUAGE. THE ASSISTANCE OF CENTRAL AFRICANS OF VARIOUS LINGUISTIC AND SOCIOCULTURAL BACKGROUNDS WILL BE SOUGHT FOR THE PREPARATION AND THE EVALUATION OF THE LESSONS. A SET OF TAPE RECORDINGS WILL BE MADE OF THOSE PARTS OF THE LESSONS WHICH STUDENTS MUST MIMIC. THE BASIC COURSE WILL FILL A NEED FOR LANGUAGE LEARNING MATERIAL, FOR NONE IS NOW AVAILABLE. (GC)

EP 010 098 24

THE PROCESS OF INTEGRATING WHITE FACULTY MEMBERS INTO A PREDOMINANTLY NEGRO COLLEGE.
INVESTIGATOR- LEVY, CHARLES J.
TUSKEGEE INST., ALA.
BUREAU NUMBER BR-6-0106 PROP DATE 66
CONTRACT OEC-2-6-060106-1726

DESCRIPTORS- *FACULTY INTEGRATION, *NEGRO ATTITUDES, *STUDENT ATTITUDES, *STUDENT-TEACHER RELATIONSHIP, ALABAMA, COLLEGE STUDENTS, INTERVIEWS, PROFESSORS, QUESTIONNARIES, RACIAL DISCRIMINATION, TUSKEGEE,

START DATE 06-01-66 END DATE 05-31-67

A THREE-STAGE PROGRAM TO DETERMINE THE FACTORS OF NONACCEPTANCE BY FRESHMEN AND SOPHOMORES AS OPPOSED TO GENERAL ACCEPTANCE BY UPPER CLASSMEN IS TO BE CONDUCTED. TWO SETS OF INDEPENDENT VARIABLES WILL BE FOCUSED UPON (1) THOSE MAKING THE WHITE TEACHERS MORE ACCEPTABLE TO THEIR NEGRO COLLEAGUES AND STUDENTS, AND (2) THOSE MAKING THE NEGRO COLLEAGUES AND STUDENTS MORE ACCEPTING OF THE WHITE TEACHER. INITIALLY, AN INTENSIVE COURSE IN FIELD METHODS FOR STUDENT ASSISTANTS WILL BE CONDUCTED. A LATER STAGE WILL CONSIST OF STUDENT ASSISTANT PARTICIPANT OBSERVATION TO INFORMALLY ISOLATE THE INDEPENDENT VARIABLES. HYPOTHESES WILL BE FORMED FROM THIS DATA FOR THE PREPARATION OF A QUESTIONNAIRE. AN INTERVIEW WILL BE ADMINISTERED BY THE STUDENT ASSISTANT DURING THE FINAL PHASE. THE NEGRO FACULTY WILL ALSO BE STUDIED USING THE SAME TECHNIQUES. (HS)

EP 010 099 48

HUNGARIAN REFERENCE GRAMMAR.
INVESTIGATOR- LOTZ, JOHN
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-6-2230 PROP DATE 10 FEB 66
CONTRACT OEC-1-6-062230-1264

DESCRIPTORS- *LANGUAGE, *LINGUISTICS, *STRUCTURAL ANALYSIS, GRAMMAR, HUNGARIAN REFERENCE GRAMMAR, NEW YORK, PHONOLOGY, SEMANTICS,

START DATE 06-01-66 END DATE 11-30-67

THE COMPILATION OF A COMPREHENSIVE HUNGARIAN REFERENCE GRAMMAR IS THE PURPOSE OF THIS PROJECT. THE COMPLETED MANUSCRIPT WILL INCLUDE ANALYSIS OF PHONOLOGY, SCRIPT, AND BOTH FORMAL AND SEMANTIC ANALYSIS OF MORPHOLOGY AND SYNTAX. IT WILL UTILIZE BOTH INSTRUMENTAL TECHNIQUES FOR PHONOLOGY AND STRUCTURAL PROCEDURES FOR THE GRAMMATICAL SECTIONS. THE PRINCIPAL INVESTIGATOR WILL DEVELOP THE HUNGARIAN COMPLETED STRUCTURAL SKETCH INTO A COMPREHENSIVE HUNGARIAN GRAMMAR. HE WILL FURTHER INCLUDE IN THE TEXT AN ANALYSIS OF THE PHONOLOGY AND THE FORMAL ASPECTS OF GRAMMAR, AS WELL AS AN ANALYSIS OF THE SCRIPT AND VOCABULARY. (GD)

EP 010 100 48

A BASIC COURSE IN MENDE AND A SHORT COURSE IN MENDE.
INVESTIGATOR- SPEARS, RICHARD A.
NORTHWESTERN UNIV., EVANSTON, ILL.
BUREAU NUMBER BR-6-1491
CONTRACT OEC-3-6-061491-1633

DESCRIPTORS- *LANGUAGE DEVELOPMENT, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *TAPE RECORDINGS, EVANSTON, GUINEA (SOUTHERN), ILLINOIS, LANGUAGE ENRICHMENT, LANGUAGE FLUENCY, LIBERIA, MENDE LANGUAGE,

START DATE 06-01-66 END DATE 05-31-67

THE PURPOSE OF THIS PROJECT IS TO PRODUCE A BASIC COURSE

IN THE MENDE LANGUAGE SUITABLE FOR A 1-YEAR COURSE OF STUDY AT THE UNIVERSITY LEVEL. SUPPLEMENTARY MATERIAL TO ACCOMPANY THE BASIC COURSE WILL INCLUDE A SET OF TAPES, A LEXICON, AND A SET OF TESTING MATERIALS. IN ADDITION, A SHORTER COURSE, APPROPRIATE TO THE IMPERATIVES OF INTENSIVE STUDY WILL BE EXCERPTED FROM THE BASIC COURSE. DIALOGUES AND BASIC SENTENCES WILL BE PREPARED BY RECORDING THE CONVERSATIONS OF TWO INFORMANTS. THESE BASIC MATERIALS WILL BE EDITED BY THE PRINCIPAL INVESTIGATOR, AND VARIOUS TYPES OF DRILLS AND EXERCISES WILL BE CONSTRUCTED. EVERY SENTENCE WILL BE CHECKED BY THE INFORMANTS BEFORE INCLUSION IN THE COURSE. (GC)

EP 010 101 48

SYLLABUS FOR AN INTRODUCTORY COURSE ON CENTRAL EURASIAN LANGUAGE AND AREAS.
INVESTIGATOR- SINOR, DENIS
INDIANA UNIV. FOUNDATION, BLOOMINGTON
BUREAU NUMBER BR-6-1927
CONTRACT OEC-3-6-061927-1229

DESCRIPTORS- *CULTURAL EDUCATION, *CULTURAL ENRICHMENT, *INTERCULTURAL PROGRAMS, *SYLLABUS, ARCTIC, ASIA, EUROPE, LINGUISTICS, OUTER MONGOLIA, SIBERIA, TURKESTAN,

START DATE 06-01-66 END DATE 11-30-67

THE PURPOSE OF THIS PROJECT IS THE PREPARATION OF A SYLLABUS FOR A 30-WEEK INTRODUCTORY COURSE ON CENTRAL EURASIA, INCLUDING OUTER MONGOLIA, TIBET, SIBERIA, CENTRAL ASIA, TURKESTAN, THE ARCTIC REGIONS OF ASIA, AND THE NONRUSSIAN REGIONS OF THE EUROPEAN PART OF RELATIONS AND TO LINGUISTICS APPLIED TO HISTORICAL RESEARCH. THE SYLLABUS WILL BE PREPARED IN BOOK FORM OF APPROXIMATELY 120 PAGES, AND WILL BE A GUIDE TO THE STUDY OF THE CENTRAL EURASIAN AREA. IT WILL BE USED BY TEACHERS OF INTRODUCTORY UNDERGRADUATE COURSES POSSIBLY ON THE JUNIOR OR SENIOR LEVEL, AND IN SOME INSTANCES IN THE SENIOR HIGH SCHOOL YEAR. THE SYLLABUS WILL HELP PINPOINT GAPS THAT EXIST IN THE COVERAGE OF THIS GENERAL AREA, AND IS EXPECTED TO SHOW THE PRECISE NEEDS OF A TRANSLATION AND/OR ADAPTATION PROGRAM OF PRIMARY AND SECONDARY MATERIALS. IN CONSULATION WITH OTHER EXPERTS, THE PRINCIPAL INVESTIGATOR WILL DRAW UP A DETAILED PLAN INTENDED TO INCLUDE ALL THE MAJOR TOPICS TO BE CONSIDERED IN AN INTRODUCTORY COURSE TO THE CENTRAL EURASIAN AREA. AFTER ACCEPTANCE OF THIS PLAN, LECTURE-OUTLINES WILL BE PREPARED FOR 60 LECTURES. THE PRINCIPAL INVESTIGATOR WILL APPEND A BIBLIOGRAPHY TO EACH OF THE LECTURE OUTLINES. (GC)

EP 010 102 84

A PLAN FOR THE SYSTEMATIC AND CONTINUAL IDENTIFICATION OF SCHOOLS IN THE UNITED STATES MAKING SIGNIFICANT USE OF EDUCATIONAL MEDIA IN THEIR INSTRUCTIONAL PROGRAMS--PHASES II AND III.
INVESTIGATOR- HYER, ANNA L.
NATIONAL EDUCATION ASSN. OF THE U.S., WASH., D.C.
BUREAU NUMBER BR-6-2536
GRANT OEG-2-6-062536-1173

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL MATERIALS, *QUESTIONNARIES, *SURVEYS, AUDIOVISUAL PROGRAMS, D.C, DATA PROCESSING, EDUCATIONAL RESEARCH, INTERSTATE PROGRAMS, WASHINGTON,

START DATE 05-16-66 END DATE 06-17-67

PHASES II AND III OF THIS PROJECT WILL ANALYZE, VALIDATE, COMPILE, AND REPORT THE DATA FROM PHASE I, WHICH WAS A TWO-PART MAIL QUESTIONNAIRE TO OBTAIN DATA ON THE CURRENT USE OF EDUCATIONAL MEDIA IN ELEMENTARY AND SECONDARY SCHOOLS. ANALYSIS OF THE DATA WILL BE ACCOMPLISHED BY THE USE OF ELECTRONIC DATA PROCESSING TO DETERMINE QUANTITATIVE RELATIONSHIPS BETWEEN SUCH FACTORS AS PER PUPIL EXPENDITURE, EDUCATIONAL QUALIFICATIONS OF THE AV SUPERVISOR, QUANTITY OF INSTRUCTIONAL MATERIALS, AND UTILIZATION OF SPECIFIC MEDIA IN SPECIFIC CURRICULUM AREAS. VALIDATION OF THE DATA WILL USE TWO MEANS TO CROSS-CHECK THE ACCURACY OF THE DATA REPORTED BY THE SCHOOLS--(1) EACH RESPONDING SCHOOL WILL BE ASKED TO COMPLETE A SELF-EVALUATION FORM TO DETERMINE THE QUALITY OF ITS EDUCATIONAL MEDIA PROGRAM, (2) CONSULTANT TEAMS WILL VISIT AT LEAST 10 RESPONDING SCHOOLS IN EACH STATE TO DEVELOP CASE REPORTS OF THEIR EDUCATIONAL MEDIA PROGRAMS. COMPILATION OF THE FOREGOING DATA WILL TAKE THE FORM OF A "VISITORS GUIDE" LISTING THE SCHOOLS EXEMPLIFYING VARIOUS EDUCATIONAL MEDIA PRACTICES, GEOGRAPHICALLY DISTRIBUTED FOR BEST ACCESSIBILITY, AND WILL INVOLVE THE PRINCIPAL INVESTIGATOR'S MEETING WITH STATE AND REGIONAL AV SPECIALISTS TO DEVELOP PLANS FOR THE ANNUAL UPDATING AND PUBLICATION OF THE "VISITORS GUIDE." THE INFORMATION GATHERED WILL ALSO INDICATE THE NATURE AND EXTENT OF THE USE OF EDUCATIONAL MEDIA THROUGHOUT THE COUNTRY IN GENERAL, AS WELL AS IN SPECIFIC PROGRAMS FOR THE EDUCATION OF ADULTS, MENTALLY RETARDED, PHYSICALLY HANDICAPPED, CULTURALLY DIFFERENT, TALENTED, AND THE INSERVICE TRAINING OF TEACHERS. (GC)

EP 010 103 24

A PROJECT FOR THE IMPROVEMENT OF MUSIC EDUCATION AT ELEMENTARY, JUNIOR HIGH, SENIOR HIGH AND COLLEGE LEVELS THROUGH THE USE OF NON-BOOK INSTRUCTIONAL MEDIA.
INVESTIGATOR- VASIL, THOMAS
LEXINGTON PUBLIC SCHOOLS, MASS.
BUREAU NUMBER BR-6-2131 PROP DATE 31 JAN 66
CONTRACT OEC-1-6-062131-1336

DESCRIPTORS- *CONFERENCES, *CURRICULUM ENRICHMENT, *INSTRUCTIONAL IMPROVEMENT, *MUSIC EDUCATION, *SUMMER WORKSHOP, LEXINGTON, MASSACHUSETTS,

START DATE 06-01-66 END DATE 05-31-67

THE GOAL OF THIS PROJECT IS TO DEVELOP NONBOOK INSTRUCTIONAL MATERIALS FOR USE AT ALL LEVELS AND AREAS OF INSTRUCTION IN MUSIC EDUCATION. INSTRUMENTS WILL BE CONSTRUCTED AND USED FOR ASSESSING THE EXTENT TO WHICH EXPECTED INSTRUCTIONAL AND CURRICULUM IMPROVEMENT IS REALIZED. THREE SUMMER CONFERENCES WILL BE HELD TO MAKE AVAILABLE THE PROCESS OF DEVELOPMENT, MANNER OF USAGE, EVALUATION RESULTS, AND SUGGESTIONS FOR FURTHER DEVELOPMENT OR STUDY. (GD)

EP 010 104 24

AN INVESTIGATION OF EXISTING OUTDOOR DRAMA TECHNIQUES AND A DETERMINATION OF METHODS TO IMPROVE TRAINING.
INVESTIGATOR- SUMNER, MARK R.
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL
BUREAU NUMBER BR-6-8003

CONTRACT OEC-6-10-301

DESCRIPTORS- *EDUCATIONAL CHANGES, *OUTDOOR PROGRAMS, *PRODUCTION TECHNIQUES, *PROGRAM EVALUATION, *THEATER ARTS, CHAPEL HILL, CULTURAL ACTIVITIES, DRAMATICS, EDUCATIONAL IMPROVEMENT, FINE ARTS, NORTH CAROLINA, PROGRAM PLANNING,

START DATE 09-01-66 END DATE 05-01-67

A DETERMINATION OF STRENGTHS AND WEAKNESSES IN ARTISTIC PLANNING AND PRODUCTION METHODS, AS OBSERVED IN THE NATION'S 25 REGULARLY PRODUCING OUTDOOR DRAMA COMPANIES, WILL BE MADE, WITH PARTICULAR ATTENTION TO THE LONG-TERM COMMUNITY-SPONSORED EPIC PRESENTATIONS AND TO COMMUNITY FESTIVALS OF THE CLASSICS. INCLUDED IN THE DETERMINATION WILL BE MANAGEMENT AND PLANNING. PLAYWRITING AND SCRIPT MATERIAL, AMPHITHEATER DESIGN, LIGHTING DESIGN, SCENIC AND COSTUME DESIGN, SOUND ENGINEERING, STAGE DIRECTING, DANCE, AND ACTING (WITH PARTICULAR REFERENCE TO SPEECH PROJECTION PROBLEMS). PAGEANTS, UNLESS STAGED YEARLY, WILL NOT BE INCLUDED IN THE DETERMINATION. MUSICALS, CLASSICS, AND OTHER PLAYS WILL BE INCLUDED IF PRESENTED IN A PERMANENT SITUATION, EVEN IF FOR SHORT RUNS. AFTER EVALUATION, RECOMMENDATIONS WILL BE MADE AS TO CHANGES, ADDITIONS, AND IMPROVEMENTS DESIRABLE IN THE EDUCATION AND TRAINING OF YOUNG ARTISTS TO ELIMINATE THE WEAKNESSES AND ADD TO THE STRENGTH OF THIS INCREASINGLY IMPORTANT FORM OF THEATER ART. (JH)

EP 010 105 24

THE DEVELOPMENT OF GUIDELINES FOR CLASSIFYING AND WRITING ABSTRACTS OF DANCE RESEARCH.
INVESTIGATOR- ROWE, PATRICIA
NEW YORK UNIV., SCHOOL OF EDUCATION
BUREAU NUMBER BR-6-8176 PROP DATE 01 OCT 65
GRANT OEG-1-6-068176-0748

DESCRIPTORS- *BIBLIOGRAPHY, *DANCE, *PILOT PROJECTS, *RESEARCH SKILLS, *WRITING SKILLS, NEW YORK,

START DATE 06-01-66 END DATE 05-31-67

THE PRIMARY OBJECTIVE IS TO CONDUCT A PILOT STUDY DESIGNED TO DEVELOP A SET OF GUIDELINES FOR WRITING ABSTRACTS AND CLASSIFYING DANCE RESEARCH. THE SECOND OBJECTIVE IS THE SELECTION AND TRAINING OF A GROUP OF RESEARCH ASSISTANTS WHO WILL AID IN THE COMPILATION OF A BIBLIOGRAPHY OF DANCE RESEARCH. FOUR CONSULTANTS WILL DEVELOP A SET OF STANDARD PROCEDURES TO BE USED IN WRITING ABSTRACTS AND CLASSIFYING DANCE RESEARCH. (GD)

EP 010 106 24

DISSEMINATION OF SOME RESULTS OF THE SEMINAR ON RESEARCH AND CURRICULUM DEVELOPMENT IN ART EDUCATION.
INVESTIGATOR- HATTIL, EDWARD
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-8351
CONTRACT OEC-1-6-068351-1829

DESCRIPTORS- *ART EDUCATION, *CURRICULUM DEVELOPMENT, *EDUCATIONAL RESEARCH, *INNOVATIONS, *SOUND FILMS, PENNSYLVANIA, UNIVERSITY PARK,

START DATE 06-06-66 END DATE 05-31-67

THE OBJECTIVE IS TO DISSEMINATE THE PRINCIPAL VIEWPOINTS AND FINDINGS OF SPECIALISTS WHO PARTICIPATED IN THE "SEMINAR FOR RESEARCH AND CURRICULUM DEVELOPMENT" HELD AT PENNSYLVANIA STATE UNIVERSITY AUGUST 3 TO SEPTEMBER 9, 1965. THE PURPOSE OF THAT SEMINAR WAS TO DEVELOP ACTION PROPOSALS FOR RESEARCH AND CURRICULUM PROPOSALS IN FIVE PROBLEM AREAS OF ART EDUCATION. THE VIDEO TAPE RECORDING OF THE CONFERENCE WILL BE TRANSFERED TO 16 MM SOUND TRACK FILM AND SHOWN AT FOUR MAJOR REGIONAL CONFERENCES OF THE NATIONAL ART EDUCATION ASSOCIATION. (GD)

EP 010 107 24

DRAMA EDUCATION, STATUS AND IMPROVEMENT.
INVESTIGATOR- MCKENNA, FENTON
SAN FRANCISCO STATE COLL.
BUREAU NUMBER BR-6-1143
CONTRACT OEC-4-6-061143-1935

DESCRIPTORS- *CURRICULUM ENRICHMENT, *DRAMATICS, *ELEMENTARY SCHOOL STUDENTS, *THEATER ARTS, CALIFORNIA, SAN FRANCISCO,

START DATE 06-15-66 END DATE 09-29-67

THE GOALS ARE TO IDENTIFY THE ROLE OF THE DRAMATIC ARTS IN THE GENERAL EDUCATION PROGRAM OF NOT ONLY THE ADVANTAGED BUT ALSO THE DISADVANTAGED STUDENT. AN ASSESSMENT OF THE CURRENT STATUS OF THE DRAMATIC ARTS IN THE ELEMENTARY AND SECONDARY SCHOOL CURRICULUMS WILL BE MADE TO BETTER DETERMINE METHODS OF MORE CREATIVELY INTERWEAVING THE DRAMATIC ARTS WITH OTHER SUBJECT MATTER AREAS. A GROUP OF EDUCATORS IN THE FIELD OF DRAMA WILL SHARE THEIR EXPERIENCES AND COLLECTIVELY PRESENT A POSITION PAPER ON THE NEED FOR REEXAMINATION OF THE EDUCATIONAL USE OF DRAMA. (GD)

EP 010 108 24

DEVELOPMENT OF A PROGRAMMED COURSE FOR THE TRAINING OF INDEXERS IN EDUCATIONAL DOCUMENTATION.
INVESTIGATOR- WASSERMAN, PAUL
UNIVERSITY OF MARYLAND, LIBR. SCHOOL, COLLEGE PARK
BUREAU NUMBER BR-6-1837
GRANT OEG-2-6-061837-0779

DESCRIPTORS- *INSTRUCTIONAL AIDS, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL MATERIALS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, COLLEGE PARK, EDUCATIONAL RESEARCH INFORMATION CENTER, MARYLAND,

START DATE 05-01-66 END DATE 08-31-67

THIS RESEARCH EFFORT WILL BE DESIGNED TO DEVELOP, TEST, AND EVALUATE THE INSTRUCTIONAL MATERIALS TO BE USED FOR THE TRAINING OF INDEXERS IN THE EDUCATIONAL RESEARCH INFORMATION CENTERS (ERIC) PROGRAM. IT WILL CONSTITUTE A PLANNED SEQUENCE OF RESEARCH, WRITING, EXPERIMENTATION, TESTING, AND EVALUATION OF ALL THE ELEMENTS CENTRAL TO THE PREPARATION OF PROGRAMED INSTRUCTION TRAINING MATERIALS FOR INDEXERS IN THE FIELD OF EDUCATIONAL DOCUMENTATION. THIS PROJECT WILL UTILIZE THE PROFESSIONAL EXPERTISE OF LIBRARY-INFORMATION PERSONNEL, AS WELL AS EDUCATIONAL SPECIALISTS, IN AN EFFORT TO DEVELOP THE TEACHING MATERIALS REQUISITE TO THE INSTRUCTIONAL

REQUIREMENTS OF THE ERIC PROGRAM FOR THE TRAINING OF INDEXERS WHEREVER THE CENTERS ARE ESTABLISHED. (GD)

EP 010 109 64

DETERMINE THE FEASIBILITY OF DEVELOPING TWO COORDINATED DISTRIBUTION SYSTEMS FOR AUDIO TAPE RECORDED MATERIALS.
INVESTIGATOR- BROWN, LEWIS
UNIVERSITY OF COLORADO, BOULDER
BUREAU NUMBER BR-5-1157
CONTRACT OEC-4-6-051157-1635

DESCRIPTORS- *LIBRARY EQUIPMENT, *LIBRARY FACILITIES, *LIBRARY SERVICES, *QUESTIONNAIRES, BOULDER, COLORADO, TAPE RECORDINGS,

START DATE 06-20-66 END DATE 06-30-67

THE OBJECTIVES ARE (1) TO DEVELOP GUIDELINES USEFUL IN THE ESTABLISHMENT OF NEW TAPE LIBRARIES, (2) TO HELP DEVELOP A COORDINATED DISTRIBUTION SYSTEM FOR AUDIO RECORDED MATERIALS, AND (3) TO RECOMMEND A NATIONAL PLAN FOR A MORE EFFECTIVE METHOD OF PROCURING, EVALUATING, DUPLICATING, AND DISTRIBUTING AUDIO TAPE RECORDED MATERIALS. DATA WILL BE GATHERED ON ALL THE TAPE LIBRARIES AND REPOSITORIES IN THE UNITED STATES, AND BASIC PROBLEMS WILL BE LISTED. THE STUDY WILL BE CONDUCTED IN TWO PHASES AND WILL REQUIRE 26 MONTHS TO COMPLETE. (GD)

EP 010 110 64

DEMONSTRATION OF CLINICAL PROGRAMMING METHODS AND DISSEMINATION OF RESULTS OF SELF-INSTRUCTIONAL CLINICAL PROBLEM-SOLVING PROJECT.
INVESTIGATOR- WILDS, PRESTON L.
MEDICAL COLL. OF GEORGIA, AUGUSTA
BUREAU NUMBER BR-5-1145
CONTRACT OEC-2-6-051145-1784

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *CLINIC PERSONNEL (SCHOOL), *DEMONSTRATION PROJECTS, *PROGRAMED TEXTS, *TEACHER WORKSHOP, AUGUSTA, GEORGIA, INDIVIDUAL INSTRUCTION, INFORMATION DISSEMINATION, INSTRUCTIONAL TECHNOLOGY, LEARNING ACTIVITIES, MEDICAL EVALUATION, NATIONAL PROGRAMS, PROBLEM SOLVING, PROGRAMING, TEACHER EDUCATION,

START DATE 06-20-66 END DATE 04-30-68

A SELF-INSTRUCTIONAL TECHNIQUE USING SPECIAL PROGRAMED LEARNING MATERIALS TO ASSIST TEACHERS IN THE CLINICAL DISCIPLINES WILL BE DEMONSTRATED AND DISCUSSED AMONG PARTICIPATING CLINICIANS IN NATIONWIDE WORKSHIPS AND IN AN ONGOING PROGRAM AT THE MEDICAL COLLEGE OF GEORGIA. THE PURPOSE OF THIS TECHNIQUE IS TO DEVELOP TEACHER PROGRAMING KNOWLEDGE AND SKILLS IN INDIVIDUAL FIELDS OF PROFICIENCY. AN EFFECTIVENESS EVALUATION WILL BE MADE OF THE WORKSHOPS AND THE SELF-INSTRUCTIONAL MATERIALS WITH RESPECT TO CHANGING ATTITUDES AMONG THE PARTICIPATING PROFESSIONALS AND LEAVING THEM TO INITIATE THEIR OWN PROGRAMS. AT THE CONCLUSION OF THIS PROJECT, A PROGRAMED TEXT IN TEACHING CLINICAL PROGRAMING THROUGH SELF-INSTRUCTION SHOULD BE RELEASED TO THE PUBLIC. (JH)

EP 010 111 68

SURVEY OF BIBLIOGRAPHIES AND REFERENCE WORK ON ASIA, AFRICA, LATIN AMERICA, AND RUSSIA AND WEST EUROPE AND COMPILATION OF BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA, AND AFRICA.
INVESTIGATOR- MOREHOUSE, W.
STATE UNIV. OF NEW YORK, ALBANY
BUREAU NUMBER BR-5-0931
CONTRACT OEC-1-6-050931-1278

DESCRIPTORS- *BIBLIOGRAPHY, *COLLEGE LIBRARIES, *FOREIGN COUNTRIES, *REFERENCE MATERIALS, ALBANY, LIBRARY MATERIALS, NEW YORK, STUDY FACILITIES, SURVEYS,

START DATE 05-01-66 END DATE 10-31-67

THE OBJECTIVE OF THE PROJECT IS TO STRENGTHEN UNDERGRADUATE LIBRARY RESOURCES USEFUL IN TEACHING ABOUT ASIA, AFRICA, LATIN AMERICA RUSSIA, AND EAST EUROPE. THIS WILL BE ACCOMPLISHED BY SURVEYING, COLLATING, AND GRADING EXISTING BIBLIOGRAPHICAL MATERIALS AS A MEANS OF ASSISTING COLLEGE LIBRARIES IN IDENTIFYING MATERIALS OF BASIC IMPORTANCE TO UNDERGRADUATE LIBRARY COLLECTIONS ON THESE AREAS. THE PROJECT WILL BE CONDUCTED IN TWO PHASES. IN PHASE I A PROJECT ADVISORY COMMITTEE AND A WORKING PANEL OF CONSULTANTS COMPOSED OF SCHOLARS AND LIBRARIANS CONCERNED WITH UNDERGRADUATE TEACHING WILL BE ESTABLISHED. THE PANEL OF CONSULTANTS WILL REVIEW BIBLIOGRAPHIES AND LISTS OF OUT-OF-PRINT BOOKS AND SUGGEST TITLES OF BASIC WORTH WHICH SHOULD BE MADE AVAILABLE. THE SECOND PHASE OF THE PROJECT WILL BE CONCERNED WITH REVISING AND REFINING THE GUIDE TO BIBLIOGRAPHIES AND REFERENCE WORKS, AND WITH CLASSIFYING AND GRADING THE TITLES INCLUDED IN THE THREE PRELIMINARY BIBLIOGRAPHIES ON THE BASIS OF THE FIRST THREE LEVELS OF NEED OUTLINED BY THE PANEL OF CONSULTANTS. (JL)

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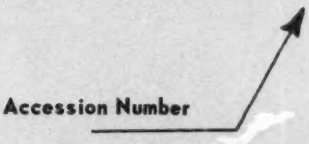

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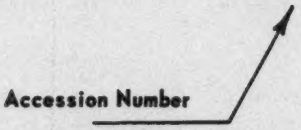

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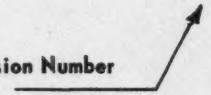

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GRADUATE TRAINING IN MATHEMATICS EDUCATIONAL RESEARCH.
BR-6-2458 EP 010 043

MATHEMATICS INSTRUCTION
GRADUATE TRAINING IN MATHEMATICS EDUCATIONAL RESEARCH.
BR-6-2456 EP 010 045

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MATHEMATICS MATERIALS
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BR-6-2456 EP 010 045

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BR-6-2043 EP 010 000

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BR-6-1842 EP 010 012

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THE EXPERIMENTAL ANALYSIS OF VOCATIONAL BEHAVIOR IN MODERATELY RETARDED MALES.
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BR-6-8003 EP 010 104

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BR-6-8022 EP 010 081

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PROGRAM DEVELOPMENT PROPOSAL.
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PSYCHOLOGIST
DOCTORAL TRAINING AND DEVELOPMENT FOR EDUCATIONAL PSYCHOLOGISTS.
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BR-6-1254 EP 010 080

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BR-5-1157 EP 010 109

READING ACHIEVEMENT
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BR-6-2779 EP 010 074

READING RESEARCH
A WORKSHOP IN READING RESEARCH.
BR-6-8483 EP 010 061

REFERENCE MATERIALS

SURVEY OF BIBLIOGRAPHIES AND REFERENCE WORK ON ASIA, AFRICA, LATIN AMERICA, AND RUSSIA AND WEST EUROPE AND COMPILATION OF BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA, AND AFRICA.
BR-5-0931 EP 010 111

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RESEARCH TRAINING IN EDUCATION OF PARAPLEGIC, CEREBRAL PALSIED, AND, OTHER SEVERELY PHYSICALLY HANDICAPPED STUDENTS.
BR-6-2563 EP 010 063

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GRADUATE TRAINING PROGRAM FOR DIRECTORS OF RESEARCH.
BR-6-1965 EP 010 073

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BR-6-1938 EP 010 016

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BR-6-2074 EP 010 054

RESEARCH METHODOLOGY

ALABAMA RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.
BR-6-2783 EP 010 026

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BR-6-2376 EP 010 032

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BR-6-2615 EP 010 066

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BR-6-1904 EP 010 067

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POSTDOCTORAL TRAINEESHIP IN RESEARCH ON MEASUREMENT AND INSTRUCTION IN HIGHER EDUCATION.
BR-6-2043 EP 010 000

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BR-6-2029 EP 010 001

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BR-6-2076 EP 010 008

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BR-6-2782 EP 010 044

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BR-6-2029 EP 010 001

TOWSON EDUCATIONAL RESEARCH TRAINING PROGRAM.
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IMPROVING RESEARCH SKILLS IN MAJOR SCHOOL SUBJECTS.
BR-6-1873 EP 010 031

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BR-6-2077 EP 010 053

INSTITUTE FOR PREPARATION OF CENTRAL OFFICE RESEARCH SPECIALISTS FOR PUBLIC AND PRIVATE SCHOOLS.
BR-6-2074 EP 010 054

PILOT TRAINING PROGRAM WITH A POSTDOCTORAL INTERNSHIP.
BR-6-2615 EP 010 066

PURDUE UNDERGRADUATE PARTICIPATION PROGRAMS IN EDUCATIONAL RESEARCH.
BR-6-2698 EP 010 069

GEORGIA OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT
BR-6-2731 EP 010 094

RESEARCH SKILLS

MICHIGAN INTERDISCIPLINARY RESEARCH TRAINING PROGRAM IN EDUCATION.
BR-6-1951 EP 010 003

TRAINING OF EDUCATIONAL RESEARCH WORKERS IN AREAS OF CULTURALLY DEPRIVED.
BR-6-1859 EP 010 006

GRADUATE RESEARCH TRAINING PROGRAM.
BR-6-2525 EP 010 009

A 2-YEAR GRADUATE PROGRAM TO PREPARE MASTER'S DEGREE CANDIDATES FOR RESEARCH ON THE "TEACHING-LEARNING" PROCESS.
BR-6-1862 EP 010 011

COOPERATIVE GRADUATE PROGRAM FOR TRAINING IN EDUCATIONAL RESEARCH.
BR-6-1757 EP 010 014

TRAINEESHIPS AND DEVELOPMENT FOR A DOCTORAL PROGRAM IN EDUCATIONAL PSYCHOLOGY.
BR-6-2020 EP 010 022

EDUCATIONAL RESEARCH SPECIALIST TRAINEESHIPS IN EDUCATIONAL PSYCHOLOGY.
BR-6-2018 EP 010 024

RESEARCH SKILLS (CONTINUED)

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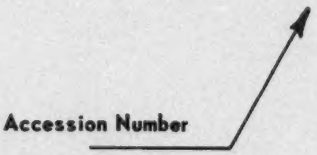

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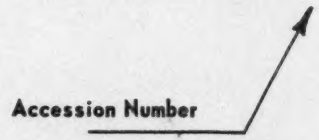

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